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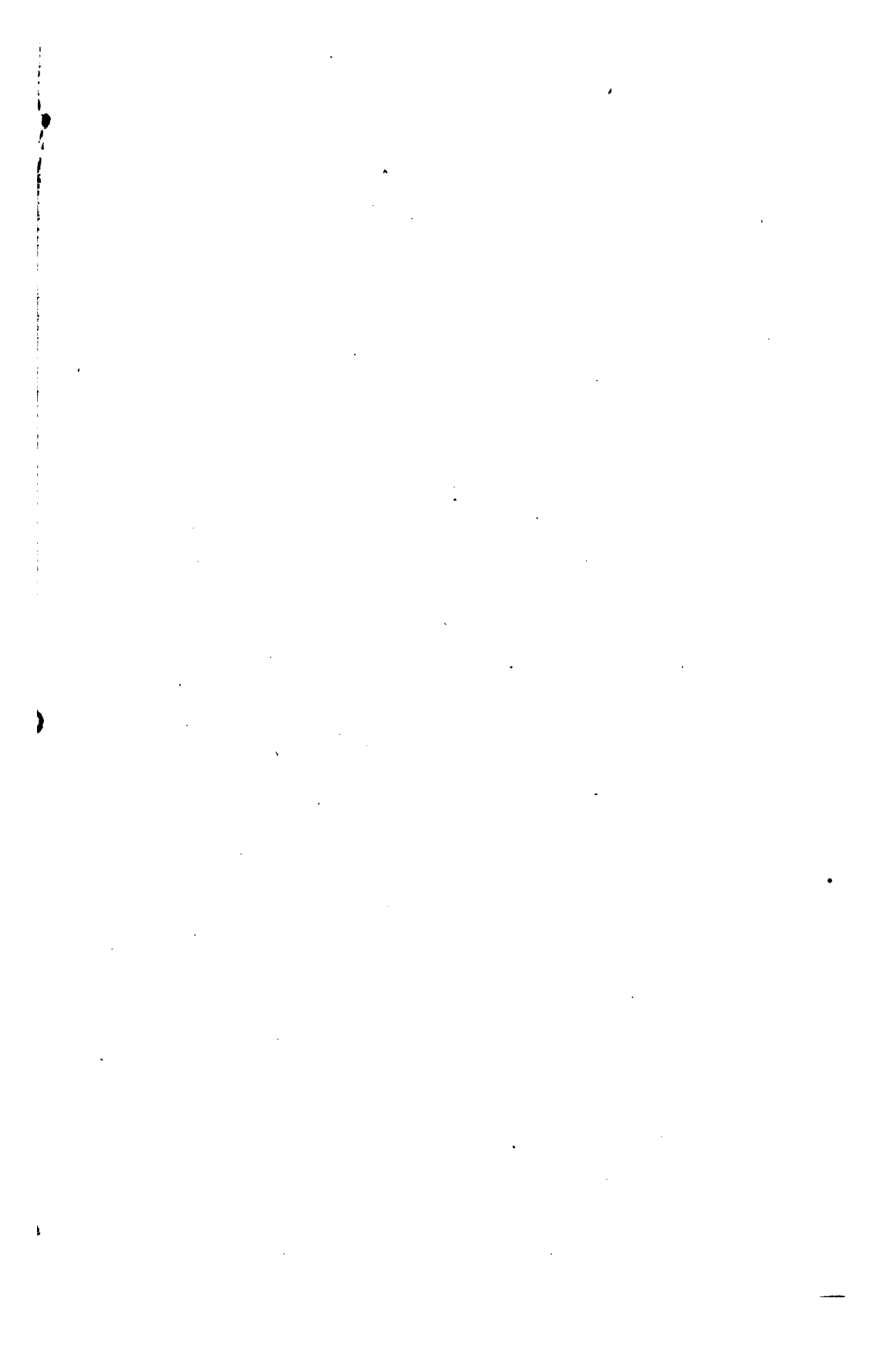
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A Sketch of the History

OF THE

MICHIGAN

STATE

Teachers' Association.

OFFICERS OF THE ASSOCIATION,

Elected December 28th, 1876.

PRESIDENT,

PROF. C. F. R. BELLOWS, Ypsilanti.

VICE-PRESIDENTS,

PROF. W. H. OSBAND, Albion;

PROF. GEO. C. COCHRAN, Fenton;

MISS S. J. PYNE, Grand Rapids.

SECRETARY,

PROF. W. C. HILL, Howell.

ASSISTANT SECRETARY,

MISS A. M. SINCLAIR, East Saginaw.

TREASURER,

PROF. C. B. THOMAS, Niles.

MEMBERS OF THE EXECUTIVE COMMITTEE,

PROF. E. OLNEY, Ann Arbor;

PROF. A. GEORGE, Kalamazoo;

(Members of the Committee previously elected),

PROF. E. A. STRONG, Grand Rapids;

PROF. W. L. SMITH, East Saginaw;

PROF. S. MONTGOMERY, Olivet;

PROF. W. H. PAYNE, Adrian.

This article, a History of the State Teachers' Association, is all that the funds of the Society enabled them to publish. A full synopsis of the proceedings at the Lansing meeting has, however, been published in the State Superintendent's Report, which can be had on application to the Superintendent of Public Instruction, at Lansing.

Of the State Normal School,

And presented at the meeting of the Association held
at LANSING, December 27th, 1876.

PUBLISHED BY THE ASSOCIATION.

YPSILANTI, MICH.:

COMMERCIAL STEAM PRINTING HOUSE.

1877.

HARVARD UNIVERSITY,
GRADUATE SCHOOL OF EDUCATION
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THIS paper owes its existence to the following resolution, adopted by the Association at its meeting in Grand Rapids, December, 1875:

"Resolved, That Prof. D. Putnam be appointed to prepare a History of this Association, to be read at the next Annual Meeting."

In accordance with the wishes of the Association, an effort has been made to give as complete a sketch of this history as limited time and the material at hand would permit. No one can be as sensitively aware of its imperfections as the writer. It is not all that he desired and hoped to make it, nor all that the importance and interest of the subject might justly demand; but the pressure of other labors, and the difficulty of obtaining reliable information upon some points, have prevented him from doing more or better. It will be remembered also that the sketch has been drawn out by command, and not thrust unasked upon an unwilling public.

I.

Introductory.

The French occupied portions of the territory of the present State of Michigan during a period of nearly one hundred and fifty years. So far as one can ascertain, very little was done for education within this time. In 1703, Cadillac, Commandant at Detroit, urged the establishment of "a Seminary for the common instruction of French and Indian children," but no record of the existence of such a school can be found. In 1755, Vaudreuil proposed to employ, without expense to the home government, "two sisters of the Congregation" to teach the children of the then little village of Detroit. It is uncertain whether this proposition was carried into effect.

In 1760, the territory passed into the hands of the English, but it does not appear that any public provision for schools was made during their occupancy.

By the treaty of 1783, Michigan was ceded to the United States with the other portions of the great Northwest territory. In 1785, the sixteenth section of each township was pledged by the general government for the support of schools, and this pledge was reaffirmed in the celebrated ordinance of 1787.

The Territory of Michigan was organized in 1805, and the same section was set apart for educational purposes. The first school law, enacted by the Territorial authorities in 1809, unfortunately has not been preserved, and very little can be learned of the condition of educational affairs during several subsequent years.

Several private schools existed for a longer or shorter period, and among the teachers in Detroit, in the years

from 1802 to 1816, were Rev. David Bacon, Elizabeth Williams, Angelique Campau, Mr. Payne, Rev. John Monteith, and Mr. Danforth. After the last mentioned date, teachers and private schools were more numerous.

The first extant law in respect to public common schools was passed by the Territorial Council in 1827. This act appears to have been largely copied from the early statutes of Massachusetts. It provided that every township of fifty families should employ "a schoolmaster of good morals to teach children to read and write, and to instruct them in the English and French languages, as well as in Arithmetic, Orthography, and decent behaviour," for six months in a year. Townships of a hundred families were to support a school for more months, and those of two hundred families were required to employ a "Grammar schoolmaster," competent to give instruction in the Latin, French, and English languages.

Michigan was formally admitted as a State in January, 1837, but a State government was recognized as having existed from November, 1835. In accordance with the provisions of the Constitution then adopted, but before Congress had determined the question of admission into the Union, the Governor and Legislature, in 1836, appointed Hon. John D. Pierce Superintendent of Public Instruction for the incipient Commonwealth, and directed him to report a school system for the action of the Legislature at its next session. For the purpose of gaining information by personal examination, and by consultation with the best educators of that day, he immediately visited New England, New York, and some other States. In his report of January 1st, 1837, he embodied the results of his examination of the educational systems of these older States, and recommended plans which were, for the most part, adopted by the Legislature.

Mr. Pierce held the office of Superintendent for five years, and labored most industriously and efficiently with

such means as were at his command. He edited and published for two years a "*Journal of Education*," and delivered numerous addresses in different parts of the State.

Mainly through his influence, the first "Educational Convention" in Michigan was held at Detroit, on the third of January, 1838. The convention continued its sessions during three days, and finally organized a society called the MICHIGAN LITERARY INSTITUTE. This society probably died at its birth, as no further records or traces of it can be found. In 1839, Common School Associations were formed in the counties of Calhoun, Branch, St. Joseph, and perhaps in others, but these organizations, so far as appears, accomplished very little.

Several teachers' associations and educational societies were formed during the years 1845 and 1846, while the Hon. Ira Mayhew was Superintendent of Public Instruction. The first Teachers' Institute in the State was held in October, 1846, by the Jackson County Association.

A convention of delegates from the various county societies met at Ann Arbor on the 23d of June, 1847, and organized the MICHIGAN STATE EDUCATIONAL SOCIETY, and made it auxiliary to a society of the same nature formed in the previous year at Chicago. Among those who delivered addresses at this meeting at Ann Arbor were Gen. Cass, Gov. Felch, Hon. Ira Mayhew, and E. C. Seaman, Esq. Among the officers were Rev. G. L. Foster, recently deceased, and Dr. J. A. B. Stone, then as now of Kalamazoo. Two annual meetings were held by this Society, one at Jackson in 1848, and one at Lansing in 1849, and then, apparently, it went "the way of all the earth" and was heard of no more.

Teachers' Institutes were held in the Spring of 1849, under the direction of Mr. Mayhew, at Jonesville, Ann Arbor, and Pontiac. During that year an act of the Legislature was passed providing for the establishment of a Normal School.

A Sketch of the History

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Teachers' Association.

III.

Second Annual Meeting.

The next meeting, known as the second annual meeting, was held at Ypsilanti, in connection with a Teachers' Institute, commencing on the 29th of March, 1853. The sessions of the Association alternated with those of the Institute, continuing until April 8th. A constitution was reported by the committee, discussed and adopted. This constitution, possibly slightly amended, may be found in the *Michigan Journal of Education* of 1854, Vol. I, page 95.

Prof. Welch was re-elected President, and among the other officers occur the names of Joseph Estabrook, J. F. Nichols, and J. M. B. Sill, who still remains among us, vigorous and active in every good educational work.

A semi-annual meeting was held at Kalamazoo, commencing on the 29th of September of this year. This meeting, like the previous ones, was in connection with an Institute, the sessions of the Institute occupying the mornings, and those of the Association the afternoons and evenings of five days.

With this meeting the first period of the history of the Association naturally closes. The sessions had been held thus far in close connection with Teachers' Institutes. The State Association was, in some respects if not in all, secondary and subordinate to the Institute, and its exercises evidently partook largely of an institute character.

It was now determined to cut loose from institutes and to try the experiment of an independent meeting at the next annual gathering. It was felt that there was enough of vigor and strength in the organization to go safely and successfully alone.

IV.

Results of the First Period.

The history of the Association is not a mere record of annual and semi-annual meetings, and a statement of the names of the gentlemen honored by an election to the Presidency. Such annals have a certain interest and value, but they do not reach the dignity and importance of real history. The true history of the Association is a record, as nearly as may be in consecutive order, of *what is has actually done* in its legitimate field of activity. What principles of education has it discovered, discussed, elaborated and helped to establish? What means and methods of education has it developed and introduced into our schools? What measures of progress and improvement has it incorporated into our school laws? What has it done to advance the interests of education generally? What has it accomplished for the profession of teaching, and for the better preparation of teachers for their work? These are some of the inquiries which a genuine history of any organization of teachers and friends of education ought to give us the means of answering.

During this early and formative period of its existence what did the Michigan State Association accomplish? Considering the brevity of the period and the obstacles to be overcome in the practical working of a new organization, we can reasonably expect to discover rather the promise of "good things to come," than the actual accomplishment of any measures of great importance. Such promise may be discovered in the earnest discussions of the first sessions upon the best "*Methods of Teaching Reading*," in which attention was called to the "Word Method" then just

beginning to find advocates among the teachers, and introduction into some of the least conservative of the schools.

"*Methods of Teaching English Grammar*" also received some vigorous discussion ; and while many of the utterances upon this subject appear to us somewhat crude and undigested, and the views entertained obviously hastily formed and incomplete, yet it will do no injustice to others to assume that our present improved "*Language Lessons*," Grammars, and methods of instruction in the English language owe their existence and popularity partly, and to a considerable extent to the labors and influence of some of the early members of this Association, and to the publicity and discussion of their ideas and "methods" in its meetings, especially during the first years of its organization.

Some consideration was given in this brief period to the subject of "*Teaching as a Profession*," and to the position, rights, and duties of teachers. The question of establishing an educational journal received attention and favorable action. These subjects and some others in respect to which the Association has exerted an important influence, will be treated separately, for the sake of presenting more clearly, and, to some extent, in chronological order, the actual work of this organization of Michigan teachers.

The advantages of this method of treatment are so obvious as to require no explanation to those who desire to retain in memory the facts of history.

V.

Second Period.

The second period of the history of the Association commenced with the *Third* Annual Meeting, held in Detroit, April 18, 1854. The Institute had been shaken off, or abandoned, and the Association presented itself for the first time in its own peculiar and proper character. The meeting was enthusiastic and successful. Among the most prominent and active members present were Prof. A. S. Welch, Rev. J. M. Gregory, Prof. E. O. Haven, Prof. J. Estabrook, Rev. C. A. Leach, Prof. J. F. Cary, Prof. L. H. Fisk, Levi Bishop, Esq., and Mr. H. L. Bingham.

Hon. Horace Mann delivered an address on "Teachers' Motives," and participated largely in the discussions upon the various papers and reports.

Hon. Henry Barnard was also present, and helped to increase the interest and value of the sessions.

Rev. J. M. Gregory was elected President.

The Semi-Annual Meeting of 1854 was held at Marshall, commencing on the 15th of August and continuing three days. The question of religious instruction in the public schools was very vigorously and warmly discussed. Among the most active members and visitors present were President Gregory, Professors Haven, Welch, Boise, Stone, Hon. Levi Bishop, J. Van Arman, Esq., Rev. Mr. Trowbridge, of Marshall, and Dr. Solger, of Boston, who delivered a lecture on History.

The *Fourth* Annual Meeting was in the city of Ann Arbor, April 22d to 24th, 1855. The sessions were largely attended, and the tone and spirit of the meeting were vigorous and hopeful. The special feature of the occasion was

a protracted and animated discussion of the subject of the co-education of the sexes, introduced by a report presented by D. Putnam, then of Kalamazoo.

Among those who took part in the proceedings by way of addresses, papers or discussion, were President Gregory, Hon. Ira Mayhew, then Superintendent of Public Instruction, Prof. Haven, Prof. Welch, Prof. Nutting, Prof. Estabrook, Prof. Chandler, Prof. Boise, D. Putnam, Profs. Stone, Dunlap, Winchell, Hubbard, Friese, Miss A. C. Rogers, and Miss H. Cutcheon.

Prof. Joseph Estabrook, of Ypsilanti, was chosen President. The meeting, as a whole, was one of the most interesting and valuable ever held by the Association.

The Semi-Annual Meeting of 1855, held in Jackson, December 26th, was thinly attended on account of the unusual severity of the weather. The cold, however, did not chill the good spirit and enthusiasm of the faithful few who were present in spite of the arctic temperature. The names of Estabrook, Gregory, Welch, Nutting, Putnam, Ripley, Newcomb, Hubbard, Botsford, Tenny, Mahan, and a few others, are found in the reports of the exercises. The most important discussions occurred upon a plan for the study of the English classics, reported by Prof. Welch, and upon a report presented by Mr. Gregory, advocating the system of County Superintendents of Schools.

The *Fifth* Annual Meeting took place at Ypsilanti, on the 18th, 19th, and 20th of August, 1856. The attendance was large, and the sessions were unusually interesting. Addresses were delivered by Prof. J. R. Boise, of the University, Prof. Travis, of Delaware, and Prof. Estabrook, of Ypsilanti. Papers or reports were read by Prof. Tenny, Prof. Winchell, Prof. Gregory, Prof. Haven, and Miss M. S. Gilpin, of Philadelphia. Among those who participated in the discussions were Professors Haven, Welch, Stone, Gregory, Abbott, Tenny, Hosford, Hinsdell, Estabrook, Northrop, Nutting, Mr. Cockran, Rev. Mr. Foster, and

Hon. Ira Mayhew. Dr. J. A. B. Stone, of Kalamazoo, was elected President. Among the other officers appear the still well known names of Sill and Bellows. The County Superintendency of Schools, and the study of Natural History, were prominent topics of debate.

The Semi-Annual Meeting of 1856 commenced on the 24th of December, at Battle Creek. At this session the Association was incorporated under the general law of the State, the constitution having been previously revised for that purpose. A large part of the time of the meeting was occupied in the discussion of subjects connected with school legislation, among them the County Superintendency, and a proposed law in relation to the funds derived from the sale of the "swamp lands," so-called. Most of the active members of the Association were present and took part in the proceedings. Among the newer members were Prof. D. P. Mayhew, of Ypsilanti, Prof. E. Olney, Prof. G. M. Dewey, and Prof. Graves.

The *Sixth* Annual Meeting was held at Adrian, commencing August 18, 1857, and continuing three days. The attendance was large, and the addresses and discussions were characterized by ability and enthusiasm. Papers were read by Prof. T. C. Abbott, Prof. E. J. Boyd, Prof. F. Hubbard, Mr. E. W. Cheesebro, Hon. J. M. Gregory, and Hon. Ira Mayhew. Lectures were delivered by Dr. Mahan and Dr. Stone, and a poem was read by Prof. Sill. Prof. Franklin Hubbard, of Adrian, was chosen President.

The Semi-Annual Meeting of 1857 was held at Ann Arbor, December 29th and 30th, occupying but two days instead of three, as had been the custom hitherto. Papers or addresses were read by E. L. Ripley, Miss H. M. Cutch-eon, O. Hosford, D. Putnam, A. Winchell, and Rev. L. D. Chapin. The exciting topic of this meeting was the withdrawal of the State subscription to the *Journal of Education* by the then Superintendent of Public Instruction. The subject was brought before the Association by a me-

morial of the editor, which introduced a very warm and somewhat exciting and personal discussion. The sessions were closed by a social meeting, characterized by toasts, pleasant speeches, and great good humor.

Among those who participated freely in the discussions were Dr. Tappan, then President of the University, Dr. Chapin, of Ann Arbor, Rev. G. L. Foster, of Ypsilanti, Hon. D. McIntyre, Professors T. C. Abbott, O. Hosford, R. Nutting, J. M. Gregory, A. Winchell, A. S. Welch, E. Tenney, Travis, G. M. Dewey, Esq., E. C. Seaman, Esq., Dr. Palmer, of the University, Hon. J. D. Pierce, and Hon. Levi Bishop, of Detroit.

The *Seventh Annual Meeting* was held at Niles, August 17th and 18th, 1858. The attendance at this meeting was small, but the sessions were full of earnestness and activity. The most important discussions took place upon the subject of "Free Schools," introduced by a paper read by Mr. W. F. Munson, of Howell, and upon "The Relation of the Sexes in Education," introduced by a paper read by Mrs. Stone, of Kalamazoo. Addresses were delivered by the President, Prof. Hubbard, and by Rev. Dr. Dempster, of Evanston, Ill.

Prof. H. Winchell, of Ann Arbor, was elected President for the next year.

The Semi-Annual Meeting of this year was held at Jackson, December 27th, 28th, and 29th, 1858. The opening address was delivered by Hon. J. M. Gregory, who had in the preceding November been elected to the important office of Superintendent of Public Instruction, and who was to enter upon the duties of that position on the first of January following. The most vigorous debate of the sessions occurred upon the question of "Uniformity of Text-books" in schools. District in place of township libraries were recommended. Papers were read by E. L. Holden, U. W. Lawton, and Miss Swartwont. A meeting of School Directors took place in connection with this

meeting of the Association. The sessions were closed by a very entertaining re-union, and excellent oyster supper provided by the generous citizens of Jackson. Most of the usual names are found in the records of the proceedings, and the general tone and spirit of the meeting were excellent and hopeful.

The *Eighth* Annual Gathering of the Association took place at Pontiac, August 16th, 17th, and 18th, 1859. A full report of the "transactions" of this meeting was published, in pamphlet form, by order of the Association, together with a brief history of the Society up to that time, to which I am indebted for much valuable information.

The report says "the session was attended by a very respectable number of teachers, and by unusual numbers of citizens" of the village and surrounding country. It was the first meeting held north of the Central Railroad, and a most generous hospitality was extended by the people of Pontiac. The addresses and papers were generally of a high character, and the debates were spirited and, for the most part, designed to be of a practical nature.

Prof. H. S. Frieze, of the University, delivered an address upon "The Practical and Useful;" Dr. E. O. Haven, of Boston, upon "The American System of Education;" and Prof. A. Winchell, of the University, upon the topic, "What Makes the Successful Teacher?" Papers were read by Prof. J. Richards, Prof. D. B. Briggs, and Prof. L. R. Fisk. The subjects which called out the most interesting and animated discussions were the "Library System of the State," and "Moral and Religious Instruction in Schools."

The Association voted to discontinue the semi-annual meeting, which had thus far been held each year during the Holidays, and determined to hold its annual gatherings in the month of August.

Prof. E. J. Boyd, of Monroe, was elected President.

The *Ninth* Annual Meeting occurred at Ypsilanti, Aug.

21st to 24th, 1860. The formal addresses during the sessions were by Rev. Dr. Hogarth, of Detroit, on the "Use of the Affections as a Mental Stimulus;" by Prof. A. S. Welch on "The Natural System of Instruction;" and by Dr. Thomas Hill, then President of Antioch College, on "The True Order of Studies." Papers were read by J. J. Sadler, Silas Betts, J. F. Carey, Miss A. C. Rogers, E. Danforth, and E. Olney. A report on "Reforms in School Laws" was presented by Superintendent J. M. Gregory, and on "Text-books" by Prof. T. C. Abbott.

A vigorous and lively discussion was had upon the question of "Prizes in Schools," and the topics of some of the papers called out interesting debates. The meeting, as a whole, was regarded as successful and profitable. Prof. E. L. Ripley, of Jackson, was chosen President; and among the other officers are a few names still well known as teachers in our State—Prof. E. Olney, J. M. B. Sill, O. Hosford, T. C. Abbott, D. Putnam. Yet in examining the records and proceedings of sixteen years ago, one is forcibly reminded of the fact that most of the active members of that time have disappeared from our ranks, and many of them from our State. The compensation is found in the new and fresher blood which, from year to year, has flowed in to give a quickened life to the old current.

The *Tenth* Annual Meeting was held at Kalamazoo, commencing on Tuesday evening, August 20th, 1861, and closing on Friday following. The *Journal of Education*, then just expiring, roused its dormant energies enough to give the following extended notice of the sessions and exercises—"this and nothing more:"

"The State Teachers' Association met at Kalamazoo on Tuesday evening, August 20th, and adjourned on the following Friday. Many of the prominent teachers of Michigan were in attendance; also several distinguished educators from neighboring States. The exercises consisted of evening lectures, and, during the day sessions, of discussions of papers, read by members of the Association. A

resolution was passed referring the subject of the *Journal* to the Executive Committee, with instructions to invite Prof. Fairchild to assume its editorial management for the year 1862 ; also a resolution appointing the next meeting of the Association at Hillsdale, and another thanking the citizens of Kalamazoo for their generous hospitality."

Notwithstanding this meagre notice, personal recollection justifies the affirmation that the meeting was a very excellent one. Addresses or lectures were delivered by Prof. E. L. Ripley, by President Fairfield and Dr. Tappan, of the University, and Superintendent Wells, of Chicago. Papers were read by Superintendent Gregory, Prof. Welch, Prof. Boies, Prof. Olney, Prof. Halbert, and Miss Hoppin. Interesting reports on assigned topics were presented by Professors Sill, Payne, Ripley, and Hosford. The debates were animated and profitable ; and the sessions were closed by a spirited and patriotic discussion upon the "Duty of the Teacher to his Country." Prof. J. M. B. Sill was elected President.

The Second Period of the history of the Association naturally terminates with this meeting and the year 1861. Thirty days before the opening of this annual meeting the disastrous battle of Bull Run had been fought. The nation was just entering upon a terrible struggle for existence, the extent and results of which could not be foreseen. One subject occupied and absorbed the minds and hearts of every man and woman in the State. Teachers and students left text-books and school-rooms and turned to the study of military "tactics" and the shelter of army tents. While education and schools were not forgotten or seriously neglected among us, they necessarily occupied a subordinate place in the public estimation and sympathy during the four or five succeeding years. The interests of a teachers' association could not fail to suffer under such circumstances.

This period was characterized by the continued leadership of the "Fathers" of the Association, and by a harmony of feeling and unity of action which were seriously

interrupted on only two or three occasions. The efforts of the organization, as indicated by the reports of its most important committees, and by the topics of its most vigorous discussions, were directed more to securing reforms in school laws and improvements in modes of school administration than to the development of educational principles and the discovery of better methods of teaching, although the latter were by no means entirely neglected. The agitation and discussion of many subjects, begun during these years, went on into the succeeding periods, growing in earnestness and power, until finally the object desired was attained. This was true in relation to the County Superintendentcy of Schools ; in relation to the opening of all State institutions of learning, from the lowest to the highest, to all the inhabitants of the State without regard to race or sex, and to the abolition of the "rate bill" and the establishment of a system of common schools absolutely and really "free" to every child in the Commonwealth.

The objects were all finally secured, but some of them only after long and not altogether patient waiting.

VI.

The Third Period.

The *Eleventh* Annual Meeting, the first in this exciting period, was held at Hillsdale, August 19th, 20th, and 21st, 1862. Hon. Newton Bateman, of Illinois, delivered an address and took an active part in the discussions. President Fairfield also gave an address entitled "Utopia and Utopian Schools," and another upon the "Dignity of the Teacher's Office." Prof. J. Goodison, Prof. O. Hosford, and Prof. Saddler read papers. Prof. A. S. Welch delivered lectures on "Object Lessons," on "Nature the Teacher's Guide," and on "School Discipline."

The records show a comparatively limited attendance, and indicate that a very large proportion of labor fell upon a few "always prepared" and earnest workers. The state of the country naturally claimed a share of the time and attention. Hon. E. B. Fairfield was made President, and the time and place of the next meeting were referred to the Executive Committee.

The *Twelfth* Annual Meeting took place at Marshall, commencing August 18th, 1863, and closing August 20th. In the absence of President Fairfield, Vice-President W. S. Perry presided. Hon. William Warren delivered an introductory address upon the "Relations of Higher Education to Civilization and Culture." Hon. J. M. Gregory gave an address on "Grades in Education." Rev. S. J. Rogers, of Battle Creek, lectured on "William of Nassau and of Orange." Papers were read by Prof. E. A. Strong, on "Algebra," by Dr. Stone on "The Sphere of the Voluntary in the Educational Work;" and, without any introductory paper, the subject of "Marking and Reporting"

was freely discussed by several gentlemen. The number of members present was not large, and an examination of the recorded proceedings impresses one with the belief that the preparation for the meeting had not been so carefully made as on some previous occasions. The condition of public affairs probably accounts for this apparent neglect.

Upon the matter of an "organ" for the Association, to take the place of the departed *Journal*, two reports were made, one recommending no immediate action, the other recommending an effort to obtain the use of some space in the *Michigan Farmer*. The policy of no present action prevailed.

Prof. O. Hosford, of Olivet, was elected President, and the Association decided to hold its next session upon the first Tuesday of July instead of the usual time in August, hoping by the change to increase the attendance and the interest in the exercises.

The *Thirteenth* Annual Meeting occurred at Ann Arbor, opening on the 5th day of July, 1864. Hon. J. M. Gregory addressed the Association on the "Relation of Christianity to Education," and Prof. S. S. Green, of Rhode Island, lectured upon the same subject with reference to its practical applications. Prof. Green also gave a familiar lecture upon "Grammar." Dr. Haven, of the University, gave a lecture upon the "Importance of Public Schools." Prof. W. H. Payne read a paper in relation to the establishment of an "Educational Journal," and resolutions were passed favoring the publication of such a journal at the earliest practical moment, but declining to pledge the credit of the Association, in any way, in behalf of the enterprise.

Resolutions were also adopted recommending the establishment of training classes for teachers in connection with the high schools throughout the State, and the opinion was repeated that the interests of the schools demanded a county system of supervision.

D. Putnam, of Kalamazoo, was chosen President.

The *Fourteenth* Annual Meeting took place in Detroit, commencing July 11th, 1865. Lectures or addresses were delivered by Prof. A. Winchell on "How to Teach the Natural Sciences;" by President J. M. Gregory on the "Organization and Government of Schools;" by Prof. Whipple, of Hillsdale, upon "Reading." President Gregory also gave an address on the "Relations of the Common Schools to the Higher Schools." Prof. J. Goodison read a paper on "Geography," Prof. Sill on the general subject of "Instruction," Miss M. L. Rice on "Education a Test, not a Creator of Power," Miss Thayer on "How to Teach Playing," and Superintendent O. Hosford on "Educational Forces."

Prof. Payne read a report in relation to an educational magazine, which, after an animated discussion, was referred to the Executive Committee. The "Library System of the State" was quite fully considered and debated, and the subject was referred to a special committee to report at the next annual meeting. The same action was taken upon the question of the "County Superintendency."

A few weeks before this meeting, General Lee had surrendered at Appomattox Court House, Mr. Davis had been captured in Georgia by one of our own cavalry regiments, and the war was practically ended. The Association appropriately referred to these great events in congratulatory resolutions.

The Association, after some discussion, voted to hold its annual meetings, in future, during the "Holiday week," between "Christmas and New Year's."

Prof. W. H. Payne was elected President.

In accordance with the vote of the Society, the *Fifteenth* Annual Meeting was held six months after the last preceeding one, opening on the 26th of December, 1865, at Battle Creek. This year has, consequently, the distinguished honor of embracing two annual gatherings of the teachers of Michigan. The attendance from certain por-

tions of the State, and of some classes of teachers, was large, and the sessions were generally full of interest.

The President, Prof. Payne, gave an introductory address. President Abbott, of the Agricultural College, lectured on "The Study of Words;" President Richard Edwards, of the Illinois Normal University, on "Sources of Personal Influence;" President Gregory, of Kalamazoo, on "The Life and Character of Dr. Francis Wayland." Miss Ruth Hoppin read a paper on "The Causes of Failure in Teaching;" and the subject of "Elocution" was presented by Prof. A. A. Griffith, and Prof. Mark Bailey, of Yale College. "Reading" was discussed by President Edwards, and "Music" by Mr. Bliss, of Chicago.

The *Michigan Teacher*, the first number of which had just been published, was cordially welcomed and promises of support were freely and earnestly given.

The "self-reporting" system was vigorously discussed by several members, and among the resolutions was one favoring the township in preference to the district system. The sessions were closed with a social entertainment at which refreshments, short speeches, and general good cheer were pleasantly intermingled. Prof. W. H. Payne was re-elected President.

The *Sixteenth* Annual Meeting was held at Kalamazoo, opening on Wednesday evening, December 26th, and closing on Friday evening, the 28th, 1866.

Dr. E. O. Haven delivered an introductory lecture on "The School, the Pulpit, and the Press." Rev. Geo. B. Jocelyn lectured on "Woman—Her Education." Prof. J. A. Banfield read a paper on "The Teachers of our Common Schools and the Facilities for their Professional Education." A paper prepared by Prof. Ten Brook, of the State University, was read by Dr. Haven, the author being absent on account of sickness. Prof. E. Olney, of the University, read a paper entitled "An Inquiry into the Influence of Mathematical Studies upon the Mind." Prof. Ripley, of

the Normal School, presented the subject of "Drawing." Prof. J. Bengal read a paper on the "Co-education of the Sexes," and Prof. A. A. Griffith gave, as a closing exercise, a literary and elocutionary entertainment.

During the sessions Prof. Banfield presented the subject of establishing a weekly educational paper, designed especially for the school and the home, but not intended to interfere, in any manner, with the *Michigan Teacher*. The proposition was referred to a committee which reported, and the Association adopted the following resolution :

"That we heartily endorse the view expressed by Mr. Banfield, touching the necessity of a weekly educational journal which shall reach the homes of the masses, and thus awaken an interest in the public mind in the great work of education, and we, the teachers of the State of Michigan, recommend that such an enterprise be undertaken, and promise that we will lend our aid and influence to encourage and sustain the same."

So far as we can learn the "homes of the masses" have never been visited and enlightened by this proposed journal.

During the sessions an informal organization of the superintendents and principals of the larger graded schools was made, and arrangements were entered into for another meeting the next year.

Prof. D. P. Mayhew was elected President of the State Association.

The *Seventeenth* Annual Meeting—the meeting for 1867—was held at Lansing, commencing January 1st, 1868.

Prof. A. Winchell opened the sessions with a lecture on "The Uses of Science ;" Prof. Sill delivered a lecture on "The Effect of Teaching upon Teachers ;" Prof. Hewitt, of Olivet College, read a paper entitled, "A Plea for a High Standard of Scholarship ;" Prof. Payne, on "Normal Instruction ;" Prof. H. L. Wayland, on "The Authority of the Past in Matters of Education," and Miss A. C. Rogers on "Orphan Asylums and Freedmen's Schools."

These papers were subsequently published in pamphlet form so far as they could be secured.

Discussion was had upon the question, "Should the State compel the Education of her Children?" A resolution favoring the abolition of the "rate bill" was adopted; and among the other resolutions was the following :

"That the educational interests of Michigan lose much in the removal to other States of such men as Professors Gregory, Boise, Ripley, and Gunn; and we lament that Michigan does not do herself the credit of discovering in the services of her own sons so great a value as other States can."

The reference to Dr. Gregory had a peculiar appropriateness, as he had been one of the most earnest and hard-working members of the Association for nearly sixteen years. His early co-laborer, Prof. A. S. Welch, had gone from the State a few years earlier. Both left behind a host of warm and strong personal friends, and both left permanent records of their labors in the educational institutions and schools of Michigan. It was determined to hold the next meeting at Adrian. Prof. H. L. Wayland, of Kalamazoo, was chosen President.

In connection with this meeting at Lansing, the city superintendents and principals of high schools held a brief session and appointed a committee to provide a form of permanent organization.

The county superintendents, who had held a preliminary meeting at Jackson in May and appointed a committee to report a constitution for a permanent organization, met at the same time and place, completed their organization, and had a series of interesting discussions and other exercises. The two Associations were bound together by a natural relationship, and continued, for considerable time, to hold their annual meetings together. The circumstances, whatever they may have been, which at a later period separated the two bodies were unfortunate for both, and

probably deprived the county superintendents of a portion of that sympathy and moral support which were necessary to their highest usefulness, and also necessary to prevent the repeal of the law to which they owed their existence.

The *Eighteenth* Annual Gathering was held in Adrian, opening on Tuesday evening, December 29th, 1868.

The county superintendents also held a meeting at the same place, and, during a portion of the time, the two bodies united in joint session. Superintendent Hosford gave an address to the united Associations on "The Relations of the Different Parts of our Educational System." Prof. Wayland gave a lecture on "Woman and her Destiny." Prof. Griffith on "Elocution." Prof. L. McLouth, of Battle Creek, read a paper on "Primary Teaching and the Means of its Improvement." Miss Julia King on "Teaching outside of Text-books." President Abbott upon the "Study of English Grammar," and Miss G. Webb on "Parental Influence." Some of the papers called out spirited discussions and naturally developed a wide divergence of opinions. "The Results of the County Superintendency" were considered, and a resolution was passed favoring the establishment of another Normal School, and another favoring the admission of women to the University.

President T. C. Abbott, of the Agricultural College, was elected President for the next year, and the Association adjourned to meet in Saginaw City.

In accordance with adjournment, the *Nineteenth* Annual Meeting was held at Saginaw City, commencing December 28th, 1869, and closing on the 30th.

The meeting of the county superintendents occurred at the same time, and a portion of the exercises took place in joint session. Superintendent Parker, of Oakland County, read a paper, in joint meeting, on the "County Superintendent's Relation to School Reform," and a joint discussion was had upon the question of "Compulsory Education."

Superintendent Ford, of Berrien County, read a paper upon this topic. Superintendent D. Doty, of Detroit, delivered an address consisting of "Suggestions to Teachers." Daniel Putnam, of the Normal School, read a paper on the "Relations of Teachers to the Insane." Miss Harriet Barnes, of Mason, on "Examinations at the Close of Terms of School." Prof. H. S. Frieze, of the University, gave an address on "The Relation of Greek and Roman to Modern Liberal Education," and Prof. Darrow, of the Normal School, read a paper on "Methods of Teaching Latin and Greek." Miss Ruth Hoppin, of the Normal School, read a paper on "A Woman's College," and a paper, prepared by Mrs. C. A. Cleveland, of Lansing, upon the "Education of Women," was read by President Abbott. Prof. A. A. Griffith gave a conversational lecture on "Elocution and Reading." Prof. J. Estabrook, of East Saginaw, read a paper on "The Bible in Schools," which occasioned a very vigorous and protracted discussion. The sentiment of the Association, as a whole, was found to be strongly adverse to the exclusion of the Bible from our schools by any legal enactments.

The Association decided to hold a meeting at some time during the last two weeks of the following August. Superintendent Duane Doty, of Detroit, was elected President.

The Third Period of the history of the Association closes with this Nineteenth Annual Meeting and with the year 1869, having extended through eight years. The transition from this to the next period is not sudden and abrupt, but nevertheless one who has studied with care the "proceedings" of the Society, and the spirit and character of its annual gatherings, cannot fail to discover the beginnings of a new era at about this time, the characteristics of which will be suggested in another and more fitting place.

The Third Period was transitional, one of uncertainty and fluctuation in the affairs of the Association, growing

partly out of the condition of the country and partly out of other causes. One by one, several of those who during the previous years had been the leading spirits and guiding minds in the organization, were called out of the State and into other fields of labor. Prof. Welch, Dr. Haven and Dr. Gregory were among this number. To these men, and a few noble co-workers, the Association owed its original formation, and much of its subsequent prosperity and usefulness through a series of years. Not unnaturally, during its early years, they felt a kind of parental interest in its development and progress, and, as always happens in such cases, they were willing to bear heavier burdens than those who came into the Association, and perhaps into the State, at a later day. When these leaders disappeared, they left no recognized successors either to their influence or to their zeal.

The condition of educational affairs in the State, moreover, had been undergoing a gradual change to which, for reasons readily discoverable, but often overlooked, the Association did not, and perhaps could not, immediately adjust itself. In 1852, and for several years after, the graded or union schools in the State were comparatively few, and their principals or superintendents were hardly recognized as a distinct class of workers in the educational field. They did not form a body by themselves, and were not recognized as a separate element in the management of the organization. The strictly public school interest, as that interest is now understood, not only did not predominate, but was really subordinate in the first years of the active life of the Association.

Those who have been teachers in Michigan for twenty or more years will also easily recall the fact that at that period the State University was a much smaller and less important institution than it is to-day. While above and beyond the denominational colleges of the State, it was not so far above and beyond them, in numbers, means and influ-

ence as at the present time. The relations of the University to the colleges, as well as to the public schools, have been steadily and rapidly changing. The great development of the University and of the high schools, and the comparatively slow advance of the colleges, have rendered this change inevitable. This changed relationship of the institutions has effected, no doubt unconsciously in many cases, but unavoidably, a corresponding change in the relations of their faculties and teachers to a general State Educational Society. The change is one to be felt rather than described in words, but none the less real, and none the less sure to produce its legitimate results. One of these results has been the gradual withdrawal from the Association of a class of men who had been accustomed to participate freely in its exercises, and to exert a strong influence in its management. This withdrawal is much to be regretted, and since it has been brought about by a condition of affairs springing from causes beyond the control of the Association or any of its members, one cannot but hope the excellent, and in many instances self-denying professors and teachers in the colleges of the State, will find it possible to adjust themselves to existing circumstances, and again take their old places in our ranks. They will certainly receive a hearty welcome. Owing to the causes named, and to others which a due regard for brevity leaves without mention, this period was of necessity, as it has been described already, an uncertain one.

Some of the annual meetings were large, full of interest and of great value ; others were thinly attended, devoid of enthusiasm and of little profit. No one knew upon what to depend or what to anticipate. So little hold did the Association have upon the hearts of many of the teachers in prominent positions in the State, and so lightly did the feeling of responsibility for the success or failure of the meetings rest upon their shoulders, that not unfrequently our largest institutions and largest cities were entirely

unrepresented. Toward the close of the period; however, and little by little, the new relationships of the different parts of our educational system became better settled, men came into harmony with these relationships, and the management of the Association grew easier. Nevertheless, it required several years of the next period to complete the adjustment, and to bring all parts of the Associational machinery into a condition in which the best returns were sure to be received for labor expended.

VII.

Fourth Period.

The first meeting of this period was a special or semi-annual one, held at Grand Rapids from August 10th to 12th, 1870. A meeting of the County Superintendents had been held on the previous days of the same week, which was fully attended and of considerable interest in the character of its papers and discussions. The Association was addressed by Rev. C. H. Brigham, of Ann Arbor, on "Words and Their Uses;" by Prof. A. A. Griffith on "Elocution and Gymnastics Combined;" and by Z. R. Brockway, of Detroit, upon "The Influence of Education Upon Crime." Valuable papers were read, by Prof. E. A. Strong, of Grand Rapids, upon "A High School Course of Study;" by Miss Kate Brearley, of Lansing, on "The Force of Human Nature;" by Prof. H. S. Tarbell, of Detroit, on "The Teacher's Personal Danger;" and by Prof. E. A. Fraser, of Kalamazoo, on the subject, "Teaching; by Whom, When and Where." Some of these papers were quite thoroughly and vigorously discussed.

A committee of five was appointed to report, at the next annual meeting, a course of studies for graded schools. The resolutions reported gave occasion for a very animated debate, and were modified in several points before adoption.

The Association adjourned to meet at Ypsilanti in December of the same year.

The *Twentieth* Annual Meeting was held at Ypsilanti, opening Monday evening, December 26th, 1870, and closing on the 28th. Addresses were delivered by Prof. A. A. Griffith, on "Elocution;" by E. G. D. Holden, Esq., of Detroit, on "Mrs. Grundy;" and by L. T. Ives, Esq., of

Detroit, on "Art and its Relations to Education." A paper was read by Prof. W. H. Payne, on "The Relations of the University to the High Schools of the State." This paper gave occasion for a protracted and somewhat exciting discussion. A paper was presented by Prof. J. E. Jacklin, of Detroit, on "The Spirit of the School;" one by Prof. J. F. Nichols, of Detroit, on "The Relation of a Principal to his School;" and one by Prof. Hardy, of Owosso, on "The Means and Ends of Education."

The resolutions reported received more attention than usual, and some of them were adopted after amendment. Consideration was given to Normal instruction in general, and to the question of a Normal department in the State University. Some differences of opinion were developed touching these subjects.

Duane Doty, Esq., of Detroit, was re-elected President, and the time and place of the next meeting were referred to the executive committee. A small meeting of the County Superintendents took place in connection with this meeting of the Association, only sixteen of the fifty-two Superintendents being present.

The *Twenty-first* Annual Meeting took place in the city of Detroit, opening on the 27th of December, 1871. Prof. A. A. Griffith delivered an address entitled, "Practical Elocution Defined and Illustrated;" Prof. I. M. Wellington, of Detroit High School, read a paper upon "The Teacher's Ideal;" Miss D. E. Henry, of Grand Rapids, on "Our Work;" Prof. Harrower, of Paw Paw, on "Our Union Schools;" by D. C. Scoville, of Bay City, on "The Manhood of Strength and Gentleness;" and Prof. W. B. Silber, of Detroit, gave an address upon the subject, "Education Inseparable from Civilization." Short speeches were made by Hon. J. D. Pierce, Prof. Joseph Estabrook, and W. D. Wilkins, Esq., of Detroit.

No discussions of the papers or of other topics occurred, and the resolutions were not of a character to excite special

attention or to provoke debate. Prof. J. F. Nichols, of Detroit, was elected President.

The *Twenty-second* Annual Sessions occurred at Jackson on December 26th, 27th, and 28th, 1872. The attendance was large, and the exercises, as a whole, were of a high character.

Addresses were delivered by President J. B. Angell, of the State University, on "The Reflex Influence of the Teacher's Profession;" by Prof. J. M. B. Sill on "The Natural Sciences;" by President T. C. Abbott on "Novels and Novel Reading," and by Prof. C. A. Kent on "The Relation of the State to the Schools." Papers were read by Prof. U. W. Lawton, of Jackson, on "Preparation for the University;" by Prof. W. S. Perry, of Ann Arbor, on "High Schools;" and by Prof. J. Estabrook, Principal of the State Normal School, on "Normal Schools." Some profitable discussion followed the reading of some of the papers. Resolutions introduced by Mr. G. B. Stebbins, of Detroit, in relation to the importance and value of scientific and practical education, were unanimously adopted.

The exercises closed with an excellent supper and a social and literary entertainment, and the members separated with the generally expressed opinion that the meeting had been one of the best ever held by the Association. The proceedings were published in pamphlet form.

President J. B. Angel was chosen President of the Association.

Before adjournment it was voted to accept the invitation of the Ohio State Teachers' Association to hold a joint meeting at Put-in-Bay on the second and third of the next July. The meeting was held accordingly, but was regarded by the Michigan Association as an informal one, so far as it was concerned, and no report of the proceedings appears upon the records. It will not be improper to state, however, that members of our Association bore an honorable part in the exercises. President Angel delivered an address upon

"The Philosophical Study of Literature;" D. Putnam read a paper on "The Common Schools Historically Considered," and Prof. E. A. Strong on "Preparation for the High School." Professors Olney, Sill, Doty, Bellows. and others took part in the discussions.

The *Twenty-third* Annual Sessions were held at Ann Arbor, occupying December 30th and 31st, 1873. The transactions were subsequently published in pamphlet form and generally distributed among the members of the Association. The teachers were welcomed to Ann Arbor and to the University by President Angel.

A paper was read by Superintendent W. H. Payne, of Adrian, upon "The Old and the New in Education." The discussion of the topic was introduced by Prof. Daniels, of Grand Rapids. Miss Kate Brearley, of Kalamazoo College, presented a paper upon "Systematic Resting." Prof. Z. Truesdel, of Flint, read a paper on "Normal Instruction in High Schools," and Prof. Bellows, of the Normal School, read a brief paper upon the same subject. Judge James V. Campbell, of Detroit, delivered an address upon "The Results of Teaching." Miss Ruth Hoppin, of the Normal School, read a paper entitled "The Schoolmaster;" Prof. Sill delivered an illustrated address upon "The Study and Teaching of Zoology;" Prof. O. B. Curtis read a paper on "Educational Hindrances," which was discussed by Prof. H. S. Tarbell and others. Superintendent D. B. Briggs read a paper on "Teaching Common Things." Prof. Hewitt, of Olivet College, gave the closing address upon the subject, "What shall we Demand of our Colleges?"

The following resolution was adopted as indicating the sentiment of a large number of the members of the Association in respect to topics suitable to be brought before the body for profitable discussion at future meetings :

"That there is imperative need of recognized first principles as the basis of educational methods, and that, as a means to this end, we recommend to the executive

committee the propriety of selecting topics of this nature for discussion, and that such selection be announced at least three months previous to the meeting of the Association."

Daniel Putnam, of the State Normal School, was elected President.

For the *Twenty-fourth* Annual Meeting the Association convened at Kalamazoo on the 28th day of December, 1874, and continued its sessions until the evening of the 30th.

An address of welcome was made by Dr. Chapin, President of the School Board of Kalamazoo, to which the President replied on behalf of the Society. President Angell, of the University, gave an address on "The Philosophic Study of Literature;" Prof. J. M. B. Sill, of Detroit, gave an illustrated lecture on "Natural History;" Prof. Hilgard, of the University, discussed the topic, "How to Teach Natural Science to Children," and was followed by Prof. McLouth, of the Normal School, upon the same subject. Prof. Beal, of the Agricultural College, also advocated the study of "Natural History," and illustrated his method of teaching it. A paper on "Examinations: their Purpose and Methods," was presented by Prof. Edward Olney, of the University, and discussed by several gentlemen. Prof. J. C. Jones, of Pontiac, read a paper entitled "What Preparatory Work the High Schools Can do," which called out an interesting debate. Prof. D'Ooge, of Ann Arbor, presented the subject, "What the University and Colleges ask of the High Schools." Prof. Babcock, of Mt. Clemens, read a paper on "The Independent Work of the High Schools," which elicited considerable animated discussion. Prof. A. George, of Kalamazoo, presented an essay on the "Culture of Teachers Outside of their Professional Work;" Miss Lucy A. Crittenden, of Ann Arbor, read a paper on "School Work in its Relations to the Moral and Religious Nature of the Pupils," and Prof. J. Estabrook, of the Normal School, presented the subject of

"Teaching Reading Practically Considered," which topic was also discussed by Prof. Sill.

The "report" of the Executive Committee, to which reference may be made in another connection, excited some discussion, and its suggestions were placed in the hands of a select committee for further consideration. Resolutions were reported and adopted recognizing the unity of the educational work in our State, endorsing the action of the authorities of the University in receiving students from the high schools without the usual examinations, and recommending the adoption of some measures to secure uniformity in the courses of study and grading of the public schools.

Superintendent H. S. Tarbell, of East Saginaw, was chosen President, and the Association adjourned with brief addresses from the out-going and in-coming Presidents.

The Association held its *Twenty-fifth* Annual Meeting at Grand Rapids, on the 28th, 29th, and 30th of December, 1875. The Society was welcomed to the city by Henry Fralick, Esq., President of the Board of Education, and a reply to the welcome was made by President Tarbell.

Prof. C. A. Kent, of the Law Department of the University, delivered an address on "The Origin and Extent of the Duty of the State to Educate." President Tarbell made an address in which he sketched the outlines of a *system* suitable, in his judgment, for the schools of Michigan, and also presented some practical suggestions in respect to the management and organization of the State Teachers' Association. The suggestions and recommendations were referred to two committees, one to report during the sessions, the other at the next annual meeting.

Gov. John J. Bagley and Rev. D. C. Jacokes addressed the Association in relation to the "Centennial Educational Exhibit" at Philadelphia.

H. A. Ford, of Kalamazoo, read a paper on "The Relation of Social Science and Education;" Miss S. J. Pyne, of Grand Rapids, on "Preparation for Teaching;" Prof.

F. H. Pease, of the State Normal School, on "Teaching Music to Children;" Miss Julia A. Stancilift, of Kalamazoo, on "Development of the Perceptive Faculties;" Daniel Putnam, of the Normal School, on "The Kindergarten;" Prof. W. L. Smith, of East Saginaw, on "A Plea for Vocal Music in Public Schools;" Supt. D. Bemis, of Coldwater, on "The Outside and Inside Dangers to our Schools;" Rev. J. S. Goodman, of East Saginaw, representing the State Board of Health, on "School Hygiene;" Miss M. L. Coe, of Grand Rapids, on "Physiology in Schools," and Mrs. A. J. Field, of South Haven, on "Heart and Home Education."

C. K. Backus, Esq., of Detroit, in an address, gave "An Outside View of the Public Schools," and Rev. Dr. W. D. Love, of East Saginaw, in an evening lecture, discussed "President Grant and our Public Schools."

Prof. Herrick, instructor in music in the schools of Grand Rapids, illustrated, by means of a class of children, his method of teaching vocal music.

Brief addresses, upon a variety of topics, were made by Mayor Pierce, of Grand Rapids, Rev. J. Morgan Smith, and Dr. C. B. Smith, of the same city. Rev. Dr. Jocelyn, of Albion, spoke upon the question of "The Bible in Schools." Prof. E. Olney, on behalf of one of the committees, reported upon some of the suggestions of the President's address, and made recommendations which were adopted by the Association. Among the resolutions adopted was one urging the necessity of increased facilities for the proper preparation of teachers for their work.

Prof. W. S. Perry, of Ann Arbor, was elected President, and the Executive Committee was appointed, in accordance with the vote of the Association, so as to represent the various educational interests of the State.

In connection with the sessions of the State Association, the Association of City Superintendents held several meetings, and finally adopted a revised course of studies for

graded schools. The Association of Special Music Teachers in the Public Schools also had its second meeting at the same time and place, and contributed much to the general interest and enjoyment by their excellent singing.

With this meeting at Grand Rapids our record of annual gatherings and exercises closes. Nearly a quarter of a century has passed since the first organization of the Association. Its life has been full of the ordinary vicissitudes which are incident to all voluntary societies, but, in the main, its days have been honorable and useful up to the present time. It has just fairly entered upon the Fourth Period of its existence, the special characteristic of which, thus far, has been an earnest, though partly unconscious, effort to bring the organization into practical, working harmony with the general public school organization of the State, as that organization, through various changes and constant growth, has come to be in fact, but not yet in law.

The school system of Michigan is to-day a beautiful whole—a practical unity; but it is such by wise voluntary action on the part of the people, and not in consequence of legal enactments. It is much to be hoped that all danger of such a reaction or vacillation of public sentiment as shall destroy this system, or even put it in serious peril, will be guarded against by timely legislation. The efforts to bring about this harmony between our organization and this system have been especially observable and successful in connection with the last two annual meetings. The report of the Executive Committee at the first, and the address of the President at the second, both looked in the same direction and tended to the same result. The committee say, "During the last half dozen years there has been a growing impression that the Association is not accomplishing all that it ought to accomplish; that it is not exerting that influence which legitimately belongs to it, upon the educational institutions and character of the State;

that it is not, as it ought to be, a grand educational force, helping largely to fashion public sentiment, and to direct public action."

They then call attention to the great changes in educational affairs in Michigan since the first organization of the Association, and suggest that action be taken to so modify or enlarge our plan of organization as to make it conform to this changed condition of affairs.

President Tarbell's suggestions of last year, endorsed by the committee to whom they were referred, and adopted by the Society, carried the Association a long ways forward in the right direction.

By the constitution of the Executive Committee, the organization is now directly and fully in the hands of the representatives of the various parts of our school system. It is practically a part of that system. It remains to be seen how wisely and efficiently the public school men of Michigan will administer the trust which the progress of events has of necessity committed to them. The historian of Nineteen Hundred will have the duty of making up the record, and of determining how well the responsibility has been borne.

NOTE.—It may not be improper to state that the *Twenty-sixth* Annual Meeting, at which this paper was read, held in the city of Lansing, commencing December 27th, 1876, was a large and enthusiastic gathering of the Michigan teachers. The presence and excellent address of Hon. J. M. Gregory, Regent of the Illinois Industrial University, one of the early members of the Association, and for several years State Superintendent of Public Instruction, added much to the interest of the occasion.

Prof. C. F. R. Bellows, of the State Normal School, was elected President.

Names of Presidents,

With time of Election.

Prof. A. S. Welch, 1852.	Prof. W. H. Payne, 1865.
Prof. A. S. Welch, 1853.	Prof. W. H. Payne, 1865.
Dr. J. M. Gregory, 1854.	Prof. D. P. Mayhew, 1866.
Prof. J. Estabrook, 1855.	Dr. H. L. Wayland, 1867.
Dr. J. A. B. Stone, 1856.	Prof. T. C. Abbot, 1868.
Prof. F. Hubbard, 1857.	Hon. Duane Doty, 1869.
Dr. A. Winchell, 1858.	Hon. Duane Doty, 1870.
Prof. E. J. Boyd, 1859.	Prof. J. F. Nichols, 1871.
Prof. E. L. Ripley, 1860.	Dr. J. B. Angell, 1872.
Prof. J. M. B. Sill, 1861.	Prof. D. Putnam, 1873.
Dr. E. B. Fairfield, 1862.	Hon. H. S. Tarbell, 1874.
Hon. O. Hosford, 1863.	Prof. W. S. Perry, 1875.
Prof. D. Putnam, 1864.	Prof. C. F. R. Bellows, 1875.

VII.

Some Things which the Association has Helped to Accomplish.

It has been already remarked that the proper history of our organization is not a mere transcript of the "proceedings" of its sessions; but rather a record of the genuine work which it has done, either alone or in connection with other agencies, and of the honest efforts which it has put forth for the accomplishment of desirable results not yet fully attained. Its meetings, proceedings, discussions and resolves are only means to an end; and their value is to be estimated by the power which they have exerted in some right and profitable direction. It will be possible to notice in detail only a small part of the work which it has completed, or attempted, or aided in doing.

A.

EDUCATIONAL PERIODICALS.

It is generally admitted that every profession, embracing any considerable number of persons, has need of a paper or periodical of some kind specially devoted to its interests. By the aid of imagination and a little arithmetic it seems easy to provide the necessary means for the support of such a publication. Experience usually dispels all delusions in relation to this matter, and leaves behind some practical wisdom bought at its full value.

An impression has existed, derived probably from the teachings of observation and experience, that it is more difficult to find support for a paper devoted to education than for one devoted to any other specialty. For this and other reasons most of the earlier journals of education were issued by associations, or under the patronage and as the "organs" of societies, or under the patronage of the State. The prevailing belief at present is that educational

papers, like others, may be allowed to depend upon the operation of "the law of demand and supply," and may be treated as ordinary business ventures. The public sentiment of twenty or twenty-five years ago was different. No competent man in Michigan seemed ready, at that time, to assume the risk of publishing a paper devoted exclusively to education without the promise and pledge of aid, in some form, from the associated teachers of the State. The promise was not always kept, nor the pledge always redeemed, but in the eyes of a hopeful faith they had a tangible value. Under these circumstances one of the most important works of the first years of its existence was the aid rendered by the Association in the establishment and support of *The Michigan Journal of Education*.

The *Journal* was, during most of its existence, an individual enterprise, yet its establishment at the time and its support during its infancy were undoubtedly due to the existence of the Teachers' Association and to the encouragement which its action gave to the editors and proprietors. The project of publishing an educational paper, of some sort, was not a new one in the State. As already related, the first State Superintendent had issued such a periodical for a time. Some other faint efforts had been made in the same direction. In 1842 the then Superintendent of Public Instruction, Hon. Franklin Sawyer, Jr., in his report "referred to the necessity of some publication as an organ of communication between the numerous school districts and his office," and "recommended that a definite amount of the school moneys should be appropriated to secure its establishment." He entered into a somewhat detailed statement of the uses and advantages of such an organ, but his recommendation and arguments failed to influence the Legislature. No appropriation was obtained, and no paper was published.

At the semi annual meeting of the Association at Kalamazoo, in September, 1853, the project of an educational journal was presented and very thoroughly and earnestly discussed. The subject was brought before the body by the reading of a paper by Dr. J. M. Gregory, then of Detroit. This paper had been prepared by him in consequence of a consultation between himself, Dr. E. O. Haven, then of the State University, and Prof. A. S. Welch, at that time Principal of the State Normal School. The Association resolved, after careful consideration, that the time had come to

commence the publication of an educational monthly. Professors Haven, Welch, and Gregory were elected editors, with two ladies who never accepted the appointment, and the first number of the *Michigan Journal of Education* was issued on January 1st, 1854.

This board of editors continued in charge for only one year. In 1855 Mr. Gregory assumed sole editorial charge, and retained the position for four years, retiring then to assume the duties of the State Superintendency of Public Instruction.

The work of editing and publishing the *Journal*, on the part of Dr. Gregory, was largely a labor of love. The direct pecuniary assistance rendered by the Association was inconsiderable; but its moral support and the concerted action of its members often proved to be of great value, as the records of the Society and the pages of the magazine abundantly show.

At the meeting in Kalamazoo, upwards of three hundred subscriptions were pledged for the forthcoming first number. In every subsequent meeting for several years, more or less time and attention were given to its character and interests, and pledges of substantial aid were made, some of which were honorably redeemed. Reports, resolutions, and discussions were frequent, and sometimes, at least, to the advantage of the periodical and the encouragement of the publisher.

In August, 1854, at the meeting in Marshall, Dr. Haven, Dr. Stone, and Prof. Welch were appointed a committee to memorialize the Legislature to secure the passage of an act to place a copy of the *Journal* in every school library in the State. A memorial was prepared and presented at the session of the Legislature in January of the following year. The result was the enactment of a law authorizing the Superintendent of Public Instruction to subscribe for two copies of the *Journal* for each township school library in the State, such subscription to continue through two years. The subscription was immediately made to commence with the January number of 1855. Of this measure the editor says, in the February issue, "It has placed our enterprise on a footing that will enable us to devise yet more liberal things for the educational interests of the State." The paper was enlarged, in the following May, from 32 to 48 pages, and it entered upon a period of greater efficiency and usefulness.

Just before the expiration of the two years for which the State

subscription had been made, the Association instructed its Executive Committee to ask of the Legislature a continuance of the State patronage. The passage of an act was secured by which a copy of the *Journal* was sent to each school district in the State. The number of districts, at that time, was about thirty-eight hundred. The circulation of the paper was in this way largely increased, and its influence much more widely extended, although the pecuniary advantage to the publisher was only trifling, from the fact that the State paid but sixty cents a copy.

Unfortunately, also, the continuance of this aid from the public funds depended upon the good-will of the Superintendent of Public Instruction, and at the close of the year 1857 the State subscription was withdrawn. Some sharp discussions followed in the columns of the *Journal*, in the meetings of the Association and elsewhere, as a few of the older members of this body will recollect, but the remembrance of them lies buried beneath the accumulated dust of twenty years, and their discordant notes need never disturb the ears of the present generation of Michigan teachers.

Having been elected to the office of Superintendent of Public Instruction, Mr. Gregory retired from the editorial chair of the magazine at the close of the year 1858, upon the completion of the fifth volume.

The Association, at its meeting in Jackson, in December of that year adopted, with great unanimity and sincerity, the following resolution :

“That we, as teachers of Michigan, feel under lasting obligations to the Rev. J. M. Gregory, for his zeal and labors in establishing and sustaining the *Journal of Education*, and take this opportunity to tender him our grateful thanks.”

At the last previous session in August, the Association, after protracted discussion and the consideration of various proportions, had passed these resolves :

1. “That the Executive Board be, and are hereby instructed to execute, with some responsible publishing house, a contract for the publication of the *Journal of Education* for one year from the first of January, 1859; *Provided*, That such publishing house agree to assume all the pecuniary risks of the publication of the *Journal*; *Provided, also*, That the Association be permitted to retain the editorial management and control of the *Journal*.

2. “That in case the above arrangement cannot be effected, the Executive Board are requested to make such provision as they

may deem best for the maintainance of the *Journal* till the next meeting of the Association."

It having been found impracticable to carry out the instructions of the first resolution, the Executive Board made an arrangement with Prof. A. Winchell, then of the University, to act as editor and publisher for the year 1859.

The new Superintendent of Public Instruction renewed the State subscription, commencing with March of the same year, and continued it until the repeal of the law authorizing the sending of the *Journal* to the school districts of the State. The subscription closed with the May number of 1861.

The *Journal* was edited during the year 1860 by a board of twelve editors, each editor preparing the matter for one month, and the publication was provided for by the Executive Committee of the Association.

At the beginning of 1861, the work of editing and publishing the paper was assumed, at the request of the Committee, by Duane Doty, Esq., of Detroit. Various causes conspired, however, to render the existence of the *Journal* precarious, and it finally expired with the October or November number of the eighth year of its publication,

With the decease of the *Journal of Education*, the Association ceased to have any official connection with the publication of an educational paper, and its "good will" even, since that event, has probably been of no especial value to any periodical. It can hardly be doubted, however, by one familiar with the educational history of Michigan during the last five-and-twenty years, that the establishment and support of the *Journal*, in the period of its greatest efficiency and usefulness, were largely due to the material and moral aid afforded by the Association as a body, and especially by a few of its most active and enthusiastic members. On the other hand, it is equally obvious that the *Journal*, particularly while under the editorial charge of Mr. Gregory, rendered very great and important service to the Association. The Society "had invoked the aid of the press, and through its organ it speedily rose from a mere local organization to be known and honored throughout the entire State."

While not strictly germane to our history, it will, perhaps, be allowed to add a word in relation to educational journalism in the

State since 1861. For four years we had no educational paper. Periodical discussions took place, and projects were set on foot now and then, but nothing came of them until January, 1866. At that date the publication of the *Michigan Teacher* was commenced by Professors W. H. Payne and C. L. Whitney, at Niles. In the second year of its existence it was removed to Ypsilanti, and Prof. John Goodison became associated with the gentlemen previously named in its management and publication. In 1870 it was removed to Adrian, continuing under the editorial charge of Prof. Payne, assisted by C. L. Whitney, H. L. Wayland, and Henry A. Ford. With the opening of the year 1871, the *Teacher* returned to its birth-place, Niles, and came under the exclusive control of Mr. Ford as editor and publisher. With one more change of residence, to Kalamazoo in July, 1875, it continued under the charge of Mr. Ford until the close of the present year, 1876, when it disappeared by absorption into a new educational paper just commencing its existence in the city of Chicago.

Eleven volumes of the *Teacher* have been published, and its life, though migratory, has, for the most part, been highly useful and honorable. Its demise will be regretted by many sincere friends, among the teachers of Michigan and other States.

In January, 1872, an educational monthly, called *The School*, was started by some of the professors connected with the State Normal School at Ypsilanti, and has been continued up to the present time, five volumes having been published. This is also now merged in the Chicago paper.

The tendency of the times in journalism is to consolidation. Many of the State monthly magazines have disappeared, and others are living a sickly, uncertain life; and yet there is reason to question the policy of absorption, and to doubt whether the local interests of our own State can be as well subserved by a paper published outside its limits as by one, even though in many respects inferior, edited and published at home. Nevertheless, it is well that the experiment should have a fair and sufficient trial.

B.

EQUALITY OF EDUCATIONAL RIGHTS, PRIVILEGES AND FACILITIES FOR ALL PERSONS.

To secure equal educational rights and privileges for all the people of the State, without regard to color, condition or sex, is an object which the Association has kept constantly in view from the very beginning. Its action touching this matter has been uniform, consistent and often repeated. The first protracted and earnest debate upon this topic occurred at the meeting at Ann Arbor in April, 1855. The subject was introduced by a brief report of which the present writer, by the absence of another person, chanced to be the author.

The report urged that the system of co education, so-called, should have a fair trial in the highest institutions of the State for these reasons:

- I. "It seems to be the most natural method."
- II. "It seems to be the method most nearly just to both sexes."
- III. "It is the most economical method of giving a thorough education to both sexes."

IV. "We are inclined to the opinion that the education of the sexes together in our higher institutions, with proper regulations and careful and judicious government, would be conservative rather than destructive of morals, and would be calculated to develop a character more natural, desirable and harmonious, both in males and females."

V. "If the method should be found injurious it will speedily be abandoned, and the experiment will help to settle certain vexed and somewhat exciting questions of the present day."

It was not the intention of this report to commit its author or the Association, if it should be adopted, to the doctrine that both sexes need, or should have, an education identical in all its parts and processes; or that this education, in all branches and departments, should be received by students of both sexes in the same

classes. The law of sex and the laws of propriety make it obvious that neither of these things is to be desired. It was intended to be affirmed that nature and right demanded an equality in institutions and facilities furnished and supported at public expense.

The Association resolved itself into a committee of the whole and prepared for the inevitable conflict, for the sentiment of twenty years ago, in relation to this subject, was, by no means, the sentiment of this Centennial year.

Those who can recall that session will remember that there was an evident reluctance to open a debate which, clearly enough, could not be avoided either in this body or in the broader arena of the State at large.

The President of the Society, Prof. J. M. Gregory, broke the painful suspense and cautiously advocated *co-education*, but did not deem it wise to affirm that, under existing conditions, both sexes should be admitted to all the State institutions. One of two plans, he declared, were in the near future,—the opening of the University to women or the establishment and endowment of a State college for females. It was for further discussion to determine which plan would be the better. Prof. Stone, then of Romeo, who had spent seven years in an institution which received both sexes into its halls on the same terms, strongly advocated the doctrine of *co-education*. Prof. Dunlap, of Jonesville, while he favored giving women the best of advantages for education, was yet decidedly opposed to opening the present higher institutions for their entrance. He saw serious dangers in such a course. Mr. Cochrane, of Detroit, advocated *co-education*, and thought if our higher schools were not fit places for females they could not be altogether good places for the education of even males.

Prof. E. O. Haven spoke at some length. He did not believe there was any strong demand for the admission of ladies into the University, otherwise those institutions, such as Oberlin and Antioch Colleges, whose doors were wide open to them, would be crowded with female students. However, he did not oppose their admission on account of any danger to morals, and, on the whole, would be inclined to favor the plan if proper arrangements for their accommodation could be made.

Prof. Nutting, of Lodi, endorsed the views of Prof. Haven; and Hon. Ira Mayhew advocated the positions of the report, and

thought some of the objections urged were, to say the least, frivolous. He believed co-education both practicable and desirable.

At this point the debate was interrupted by the rising of the committee and an adjournment, but it was renewed at another session and continued for considerable time.

Miss A. C. Rogers, of the Normal School, read a paper, advocating co-education, but on condition that a part of the teachers, in an institution which received both sexes, should be women. She did not believe that girls, at the most plastic period of life, should be placed exclusively under the charge of men.

Prof. Hubbard, of Adrian, expressed his belief in the propriety and advantages of co-education. Mrs. Dunlap, of Jonesville, said she was undecided in relation to this subject, but thought the tendency of the times was towards mixed education. Miss Cutcheon, of Ypsilanti, was in favor of mixed schools when they were properly managed, and thought them better, in many respects, than separate ones.

The subject was disposed of, for that occasion, by the adoption, though not with entire unanimity, of this resolution: "That it is the opinion of this Association that the co-education of the sexes is in accordance with true philosophy, and is practically expedient."

The substance and course of the debate of 1855 have been given at some length, for the purpose of affording a convenient means of estimating the degree of change in relation to this subject which has taken place in the minds of educators of our State within a score of years. A resolution asking directly for the admission of ladies to the University would not have received a majority vote of this body at that time. The ball, thus set in motion, went rolling on, acquiring a little additional momentum year by year.

At the meeting in August, 1858, at Niles, Mrs. L. H. Stone, of Kalamazoo, read a paper upon "The Relation of the Sexes in Education," in which she advocated the opening of the higher institutions to ladies, and the general co-education of the sexes, as being entirely practicable and eminently desirable. The reading was followed by some discussion, but no formal action upon the subject was taken by the Society.

At the meeting in Kalamazoo, in December, 1866, Prof. J. Bengel, of the Normal School, read a paper in which he argued vigorously against co-education, but failed to carry with him the

sympathies or the judgment of his hearers. The current of opinion ran in the opposite direction.

In December, 1868, at the meeting in Adrian, after a debate described as spirited, the Association resolved "That women should be admitted to the University, and that the Legislature ought to provide, by the necessary legislation, for the equal and impartial education of both sexes in all the institutions maintained at the public expense."

At the annual meeting in 1869, it was resolved "That ladies should, by right and for the proper enhancement of educational interests, enjoy equal privileges with males in our University, and every other institution of learning in the State."

A short time subsequent to the date of the last action of the Association, January 6th, 1870, the Board of Regents of the University adopted the following resolution: "That the Board of Regents recognize the right of every resident of Michigan to the enjoyment of the privileges afforded by the University, and that no rule exists in any of the University statutes for the exclusion of any person from the University who possesses the requisite literary and moral qualifications."

The work was finally accomplished—the doors of the University were opened to all residents of Michigan, and to all properly qualified persons from the outside world. One cannot help admiring the legal and literary acumen embodied in this simple and yet most important resolution. There is no mention of women, nor ladies, nor sexes; but hereafter the Regents and faculties of Michigan University will act upon the assumption that the women of this and other States are persons. The discovery of this fact, if it may be called a discovery and not a pure invention, was received with almost universal satisfaction throughout the State. Even those who doubted the wisdom of the movement, and feared honestly the ultimate results of so radical a departure from long established usage, were more than willing to have a fair trial of the experiment; if for no other reason, for the sake of putting an end to a most persistent and determined agitation. Like a judge, described by the Great Teacher, they were tired of constant importunity, and consented to do justice that they might sleep in quietness.

The Association, at its session in August following, united in

the general congratulation by the passage of the resolve, "That there is ample cause for congratulation, among the friends of education, in the fact that since our last meeting women have been granted full privileges with men in our State University and Agricultural College."

In securing this result, demanded alike by the spirit of the age and by the voice of justice, the Michigan State Teachers' Association may rightfully claim a large share of the honor, and must consent to bear a proportionate measure of the responsibility for the influences which the system thus inaugurated shall have upon the education and the social and civil institution of the future.

C.

SUPERVISION OF SCHOOLS, AND THE COUNTY SUPERINTENDENCY.

From the earliest period of its existence the Association has taken a deep and practical interest in the important matter of school supervision, and, for a series of years, it exerted all possible influence to secure the enactment of a law creating the County Superintendency.

At the session held at Ann Arbor in April, 1855, the executive committee reported, "Among the amendments which should be asked of the next Legislature, one of the most important is one providing for a thorough and efficient supervision of our public schools. The present system devolves this duty upon men who often have neither the experience, nor the opportunity to gain the experience, necessary to its efficient discharge. The welfare of the schools demands that they shall be subjected to the stated visitations of a man of competent learning and one who possesses an experience only to be gained by a continued practice of the duties of his office; who can readily perceive any defects or errors in the management of a school and will, as a wise and practical friend, counsel with both parents and teachers for its general improvement. Such an officer might render the most useful aid to the cause of education by holding teachers' institutes for the teachers within his district. The committee recommend that this subject be referred to a special committee, to report at the next annual meeting, on the propriety of petitioning the Legislature to establish the office of county or district superintendent of schools."

The subject was discussed by several gentlemen, and then referred to a committee consisting of Professors Gregory, Welch, and Boise, who were instructed "to report to the next meeting a memorial to the Legislature asking for the creation of the office of county or district superintendent of schools."

At the next meeting, in December of the same year, this committee reported, and presented a memorial which had been pre-

pared to be laid before the Legislature. A very earnest and able debate followed, and the subject was finally recommitted to the same committee, enlarged by the addition of Levi Bishop, Esq., and Bradford Smith. Another report was to be made at the next session. This report was made accordingly at the meeting held in Ypsilanti in August, 1856. The subject was treated at considerable length, and in a very able and conclusive manner. The present condition of the schools was first discussed; then the remedies which seemed available; and finally the advantages of a county or district superintendency, with a reply to some objections which were likely to be urged against it.

The sentiment of the Association was very strong and quite unanimous in favor of the proposed plan, as the discussion which followed indicated.

This report was referred back again to the committee, enlarged by the addition of Professors Haven and Stone, with instructions to report a *definite plan* of superintendency at the succeeding semi-annual meeting. This session was held in Battle Creek in December, and the required report was made in the form of a bill, or draft of a law, the main feature of which was the creation of Senatorial District Superintendents. The proposed plan was discussed and, after some slight amendments, was adopted by the Association.

It was voted that the committee which had reported the bill be directed to prepare the proper form of a memorial to the Legislature praying for the enactment of the desired law. This memorial was adopted by the Association, and the chairman of the committee, Mr. Gregory, was requested to visit Lansing and remain so long as he deemed best, at the expense of the Association, for the purpose of urging the passage of the act. The immediate result of this action of the Association is indicated by the following extract from the report of the executive committee made at the session in August of the next year, 1857.

"In accordance with the vote of the Association a committee consisting of the editor of the *Journal*, (Prof. J. M. Gregory), the President of the Association, (Dr. J. A. B. Stone), and the Principal of the Normal School, (Prof. A. S. Welch), visited Lansing during the session of the Legislature to urge the passage of a law creating the office of county or district superintendents.

After consulting with the leading friends of education in the Legislature it was deemed expedient, although much favor was expressed for the measure, to defer action upon it till such a favorable public sentiment should be ripened as would allow so great a change in the system to be introduced under the most favorable auspices. The Board would suggest that a circular be prepared under the direction of the Association and published, either separately or in the *Journal of Education*, stating fully the plan of supervision and the arguments in its favor."

The Association adopted the suggestion of the Board and instructed the executive committee to prepare and issue such a circular. The duty was performed and the circular was published in the *Journal of Education* for December, 1857, which carried it to every school district in the State. This document gave a brief but clear statement of the objections to the existing system and of the advantages to be expected from a properly digested county or district system.

The Association had apparently exhausted all its resources, immediately available, and at its next meeting simply reiterated its confession of faith by resolving,

"That we deem it proper to repeat our opinion heretofore expressed in favor of the creation of the office of County Superintendents."

With something of renewed and persistent determination, at Pontiac, in August, 1859, it resolved,

"That we are firmly convinced of the propriety of establishing the office of County Superintendent of Schools, and that we *will agitate* this subject till this educational want is satisfied."

Plainly enough there was no disposition to abandon the object or to relax efforts to secure it.

At the annual meeting in August, 1860, a committee reported upon "Reforms in School Laws," and again urged the great importance of the county superintendency. In the December number of the *Journal* for that year another plan for the county superintendency was proposed, and a form of petition to the Legislature was printed with an earnest request that it should be generally circulated and presented to the law-making bodies at Lansing.

The struggle, however, was a long one; and it was not till the session of the Legislature of January, 1867, that the wished-for enactment was secured. The bill finally passed, by the unexpected

vote of seventy yeas to ten nays in the House and twenty-one yeas to five nays in the Senate, was not all that its friends had hoped or desired. The law contained some grave defects which proved disastrous to the system, rendering it impossible to obtain the anticipated advantages and causing its entire repeal after an unfavorable trial of eight years.

The efforts of the Teachers' Association, extending through a period of twelve years, were undoubtedly among the most effective agencies in securing the passage of the law. The Association is not responsible for the fact that the plan, as shaped and adopted by the Legislature, was, in many respects, a failure, and that the old battle is, to a large extent, to be fought over again. The coming contest will be briefer and the ultimate results much more satisfactory. The loss is only temporary, and, in the end, the gain will be greater and more permanent. It belongs to the Association to resume its old position at the head of the column struggling for progress and "Reform in School Laws," and to make its influence felt in the new effort to obtain a better system of common school supervision.

D.

THE PROFESSION OF TEACHING AND PROFESSIONAL EDUCATION OF TEACHERS.

As one reviews, in the light of long experience and careful observation, the tentative and uncertain steps of early life, a feeling of mingled wonder and amazement sometimes creeps over the mind. Something near akin to this is felt in looking over the *earliest* discussions of this Association upon the subject of the Teachers' Profession. A consciousness of the lack of some desirable thing, and an earnest determination, in some way, to secure it, can be easily discovered; but there is also observable an uncertainty as to what the desirable thing really is, and as to the means by which it may be attained. This state of mind, however, was not universal, even in the earliest period. Some heads were perfectly clear, both in respect to the object to be aimed at, and also in respect to the means to be employed in its attainment.

The subject commanded the attention of the members of the Association in the first sessions of the body. At the meeting in Detroit in April, 1854, a long and carefully drawn report upon the "Professional Spirit Among Teachers," was read by Prof. J. F. Cary. In this paper the condition of the teacher's calling was set forth, and an inquiry was made as to the "speediest and most effectual remedy for the evils contemplated." This report and its suggestions opened the door to an interesting and profitable discussion.

Mr. Cochran introduced a resolution "recommending a petition to the Legislature for a law in favor of the teacher's profession." This recommendation was not accepted, and is of importance now only as indicating the unsettled and unsatisfied state of many earnest spirits at that time.

Prof. L. R. Fisk introduced the following:

WHEREAS, The cause of popular education and the best interests of our schools, demand an increase of professional teachers; and

WHEREAS, The business of teaching, always honorable and useful, is becoming at length remunerative ;

Resolved, That we earnestly commend this profession to young men of talent and learning who are about making choice of a business for life.

Mr. Fisk urged that "teaching should be made a profession as much as medicine, law or theology. The resolution was discussed by Prof. Boyd, Levi Bishop, Esq., Mr. Cochran, Rev. Mr. Leech and Hon. Henry Barnard, of Connecticut.

Mr. Boyd offered the following as an amendment, which was adopted by the Association :

"WHEREAS, The cause of popular education, and the best interests of our schools demand an increase of, and a higher standard of professional teachers ;

Resolved, That we earnestly commend the profession to the consideration of young men of talent and learning, as one that is useful and honorable, and one that ought to be considered among the learned professions ;

Resolved, That we urge teachers to maintain the dignity of the professions by a higher mental cultivation and preparation for the office, and then boldly demand a remuneration for their labors according to their value."

The resolution of Mr. Cochran had, meantime, been referred to a committee, of which Levi Bishop, Esq., was chairman. This committee reported in favor of the preparation of a memorial to the Legislature, and of a circular upon the subject for general distribution.

Mr. Bishop thought that with the memorial the draft of a law should also be submitted to the Legislature, and that these two documents should be immediately prepared, printed together and circulated everywhere among all teachers and friends of education throughout the State.

Prof. Estabrook thought the present was a most auspicious time to commence the agitation of the question, and hoped an earnest effort would be made to establish teaching as a profession.

The debate was continued at great length by Messrs. Cochran, Gregory, Hall, Botsford, Bartlett and Bishop.

Prof. Welsh thought the efforts to establish teaching as a profession by law must be a total failure. No Legislature could elevate a teacher ; the teacher must do this for himself.

In conclusion the following, offered as an amendment to the original report, was adopted by the Association :

" *Resolved*, That a committee of five be appointed to consider what legislation is necessary to advance the interests of the Association, and report at the next session."

Professors Welsh, Estabrook, Bartlett, Cochran and Nichols, were made such a committee.

No formal report of this committee can be found. The immediate practical result of the discussion was the passage of an act by the Legislature, in February, 1855, "To Incorporate Teachers' Associations," under which the State Association was incorporated in 1856.

The proceedings, resolutions and discussions of 1854 have been presented at some length as affording convenient and reliable means of estimating the change and progress of opinion among teachers touching this subject of "The Profession of Teaching."

The efforts of the Association naturally, as a consequence of maturer consideration, turned, in succeeding years, in the direction of the *preparation* of teachers for that position which the character of their work and the value of their services, and not legislative enactments, were sure to open and establish for them.

From its first organization the Association has yielded a hearty support to every available means for the professional education of teachers. It has both resolved and labored for normal schools, teachers' institutes, and teachers' classes and departments in high schools.

In 1854, at Detroit, the following resolutions were adopted :

"That we rejoice in the establishment and unparalleled success of the State Normal School, so complete and perfect in all its arrangements, and so happily realizing the expectations of its founders. We wish for its uninterrupted success, and would assure its Board of Instructors of our hearty support and well wishes.

"That, as only by the most active and cordial co-operation can teachers hope to advance the interests of their calling, and promote the great cause of popular education, we therefore recommend the establishment of county associations, and the frequent meetings of teachers' institutes, as the means of increasing their usefulness and gaining perfection in their profession."

In August of the same year, at Marshall, a committee was appointed "to consider and report upon the proper legislative means to be desired to aid teachers' institutes in the several counties."

A report from the "Committee on Legislation" recommended that "the Legislature be asked for an appropriation to pay competent teachers to hold institutes throughout the State wherever twenty or more teachers could be gathered."

Largely as a result of the efforts of members of the State Association, at the next session of the Legislature an act, approved February 10th, 1855, was passed "To Establish Teachers' Institutes." The institutes under this act were to continue "not less than ten working days," and, if necessary, two hundred dollars could be expended for each institute, but not more than eighteen hundred dollars could be drawn for institutes in one year.

At the next session of the Association "the hearty co-operation" of the organization "was pledged to the Superintendent of Public Instruction in promoting teachers' institutes."

At almost every meeting for several subsequent years special reference was made to this institute work, and the concentrated influence of the whole Association was exerted to render the institutes efficient and popular.

The interest of the body in the State Normal School and in every practical form of professional education for teachers was kept alive and vigorous through all the earlier periods of its existence.

During the last few years some differences of opinion touching the merits and value of particular institutions, and of particular forms of professional instruction have been developed, and occasional sharp interchanges of criticism, more or less personal in its character, have taken place, but the zeal of the Association for the advancement of the teachers' profession and of proper professional education has never flagged.

Within a very brief, recent period, a large number of papers upon "Normal Work" have been read, and discussions and debates have been sufficiently frequent to indicate a very lively interest in the subject. However deficient in good taste or good temper these may sometimes have been, they have nevertheless been productive of real good, and have probably helped toward the solution of the vexed "Normal problem."

In January, 1868, the Association resolved that "We deem it of prime importance to the welfare and future progress of the primary schools of the State that another Normal School be estab-

lished, at an early period, in the Western or North-Western portion of the State." At the next annual session the same resolution, in substance, was again adopted.

At the meeting in Ypsilanti, December, 1870, the following resolution was reported by the usual committee, but although strongly supported, it failed to command a sufficient number of votes to secure its adoption:

"That the cause of popular education in this State demands that at least the principals and superintendents of graded schools should be educated with strict reference to the profession, and that such teachers come chiefly from the Michigan University, it is greatly to be desired that a normal department be organized in connection with that institution."

The following resolution was adopted by a small majority:

"That in the opinion of this Association the Michigan State Normal School is doing a noble work for education in Michigan, and that we respectfully suggest to the Honorable Legislature the need of further similar facilities for the training of teachers."

Reference is made to the circumstances connected with these resolutions, not for the purpose of recalling that which might perhaps well be forgotten, but simply to preserve a record of the sentiments entertained by members of the Association at that time.

At Jackson in 1872, and at Ann Arbor in 1873, papers were read and discussions had upon Normal Schools and their appropriate work. At Grand Rapids, in December, 1875, the following resolution was unanimously adopted as the present confession of faith held by the Association in respect to the preparation of teachers for their work:

"That the interests of common school education in our State imperatively demand increased facilities for the proper preparation of teachers for their work, either by the establishment of more normal and training schools, or by provision for additional institute work. We desire also to record our belief that, when institutes are held in any county, all persons who propose to teach, and have had no special preparation and no experience, should be required by law to attend such institute instruction."

E.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

The question of moral and religious instruction in our public schools commands, at the present time, a large share of attention. The question is one of the greatest importance by the admission of all parties, and one concerning which the divergences of opinion are very wide and apparently irreconcilable. A brief reference to the discussions and actions of the Association touching this subject may not be without interest, especially to those who suppose the question to be entirely new. It came before the Association at a very early day, and was very warmly debated. At the meeting in Detroit, in April, 1854, Rev. Mr. Leach made a report upon the question of "Religious Instruction" in the schools, closing with a series of resolutions. The report and resolutions insisted very strongly upon the retention and use of the Bible in the public schools of the State, and denounced, with some vigor, those who advocated its exclusion. The following may be taken as indicating the tone and temper of the whole series:

"*Resolved*, That we regard it as an arrogant assumption for those who are unfriendly to our schools to attempt to control them, and for those who care least for them to claim the right to exclude their most precious treasure."

After a brief consideration, the whole matter was referred to a committee of five, to report fully at the next meeting of the Association. This meeting was held at Marshall, in August of the same year. Two reports were presented, one by Prof. Haven, of the State University, taking ground against the use of the Bible in the public schools; the other by Prof. Welch, of the Normal School, favoring the use of the Bible in such schools. The discussion upon these reports was protracted and evidently considerably warm. It created a lively interest throughout the State from the position and character of the parties who participated, and on account of some of the opinions uttered and reported.

Prof. Haven urged "that the Bible ought not to be studied nor

read in schools supported by the State, except by sufferance, or where no objection was made," and that "vocal prayer ought not to be insisted on if objected to."

Prof. Welch insisted that the moral nature needed development and culture as much as the intellectual. "Never attempt the absurdity of sending the intellect of a child to school and keeping his moral sense at home; and above all, never commit his instruction to a teacher whose prayers you are afraid he will hear. All history sustains the opinion that pagan religion is better than no religion at all." "I have yet to learn that there is anything in the constitution of the State which forbids instruction in those religious principles upon which, most assuredly, its government is founded."

Levi Bishop, Esq., opposed the report of Prof. Haven, and favored the retention of the Bible and prayer, if the teacher desired to offer one, in the schools. He would allow the use of either the Protestant or Catholic versions of the Scriptures, read without note or comment. He said, "We may go on yielding to the enemies of the schools one thing after another, but they will still be enemies, unless we yield everything. At the same time, while we do not secure an enemy, we offend and disgust the real friends of schools, so that they become indifferent supporters, if not enemies to the system."

J. Van Arman, Esq., "believed it was the duty and right of teachers to read the Bible in common schools. He would much rather send his child to a school where a false religion was taught than that none at all should be inculcated." Rev. Mr. Trowbridge approved and defended "the position of Prof. Haven, favoring the exclusion of the Bible and all religious instruction. Dr. J. A. B. Stone urged "the maintenance of religious instruction in the schools at any rate." Prof. Boise believed in retaining the Bible.

Several others took part in the discussion, the prevailing sentiment of the Association being evidently in favor of keeping the Bible and elementary moral and religious instruction in the schools.

One can not fail to find matter of interest in comparing the utterances of twenty years ago upon this question with those of to-day. It surprised the public of that time not a little to hear lawyers like Mr. Bishop and Mr. Van Arman defending the Bible and religious instruction in the schools, and clergymen like Dr. Haven

and Mr. Trowbridge urging zealously the exclusion of both. The discussion revealed men in unexpected positions, and that very fact served to intensify the general interest in the question.

At Pontiac, in August, 1859, another extended discussion of the same subject occurred. Prof. D. B. Briggs strongly "advocated the propriety of moral and religious instruction in our schools. Moral teaching should underlie and pervade all other teaching." Prof. Fay "thought the teacher who disregards moral and religious instruction in his school is not fit to teach. He would never undertake the management of a school without the power of moral and religious influence." Prof. Ripley thought the Bible should be read in the schools, and moral instruction should be given, although there were some practical difficulties. Prof. Boyd believed the Bible, on the whole, should be read in the schools, but thought the great difficulty was to determine what it is to teach morals. Mr. W. S. Baker had taught for twenty-six years, and drew some lessons from his own experience in favor of reading the Bible. Dr. Hogarth and Prof. J. M. Gregory both insisted upon the great importance of moral teaching. Mr. Gregory said, "No danger threatens the common school system so much as that of not being able to retain there sufficient moral influence to render them safe resorts for our children." He did not think, however, that moral teaching depended entirely upon Bible-reading and prayer.

The Association finally adopted the following resolution :

"That we believe the education of the moral faculties to be one of the fundamental principles of instruction—that upon this education rests the happiness and prosperity of the State; and we recommend the daily reading of the Bible in our public schools."

The subject continued to receive attention from time to time, a large majority of the Association uniformly affirming the necessity of securing, by some means, instruction in the elementary principles of morality and religion.

During the sessions at Saginaw City, in December, 1869, Prof. J. Estabrook read a paper strongly advocating the use of the Bible in the public schools. The paper called out a vigorous and animated discussion, in which Prof. Wayland and some others argued that regard for the rights of conscience and religious freedom demanded the exclusion of the Bible and all religious teaching from all grades of public schools. The resolution following was passed with almost entire unanimity :

"That we believe the Bible should not be excluded from our public schools, and that such exclusion would not, in our opinion, render them more acceptable to any class of our citizens."

The Association has never reversed or modified this expression, but within the last few years the convictions of some portion of the members have undoubtedly undergone a greater or less degree of change in respect to the best methods of securing the desired moral instruction in our schools.

No profound thinker or careful observer can doubt the absolute necessity of teaching, in some way, sound practical morality in the schools of the State.

F.

RATE-BILL — FREE SCHOOLS.

The constitution, adopted in 1850, obviously intended to provide for a system of free primary schools within a period of five years. The Legislature failed to meet fully the requirements of the constitution until the year 1869. The deficiency of money for the support of schools from other sources was supplied by the "odious rate bill." By very gradual accretions public sentiment grew strong enough to abolish the rate-bill, and to secure schools entirely free.

The Teachers' Association rendered efficient aid in creating and directing this public opinion. At the meeting in Niles, August 17th, 1858, the question, "Ought our Schools to be Free?" was introduced by the reading of a paper by F. W. Munson, of Dowagiac. The paper did not favor the entire abolition of the rate-bill, and expressed grave doubts of the wisdom of making the primary schools completely free. An animated discussion followed the reading. A very brief abstract of the discussion will be of interest as showing the views entertained at that time by some of the active teachers of our State.

Prof. A. Winchell "concurred, in the main, with the doctrine of the paper." "He favored free schools just so far as the system could be carried without causing the parent to feel that the education of his child cost him nothing." A great public fund he regarded as an incubus upon the cause of education. He thought every man should see and feel that he paid something for the schools.

Mr. Corey "regretted to hear such sentiments uttered. He was in favor of making education, and especially primary education, as free as the air we breathe."

Mr. Botsford "believed in the practicability and desirableness of free primary schools."

Mr. Hosford "concurred with the author of the paper. Cheapen education to the zero point and the masses will value it at zero. If we have the free system we must have the compulsory system,

and the compulsory system is totally repugnant to our institutions."

Mr. Etter, of Illinois, advocated the free system and the increase of school funds.

At the close of the discussion the following resolution, offered by Prof. Winchell, was unanimously adopted: "That the 'rate-bill' system in our common schools ought to be abolished."

During succeeding years the subject of "Free Schools" continued to receive attention. At the session in Lansing, January, 1868, the Association resolved "That to equalize the opportunities of all, to raise the standard of education in our country districts, and make culture broad and universal, it is of high importance that school rates be abolished, and the needed fund to make our schools free to all be raised by an impartial tax by the State."

In the following year the Legislature passed an act providing for "Free Schools," which took effect on the third of July, 1869.

The struggle was over, but it had been kept up, with more or less of vigor, for nineteen years, and for fourteen years in direct disregard of the fundamental law of the State. In this respect the future of our primary schools is safe, for no State, having once tried the free system, has ever gone back to any other.

G.

SOME OTHER TOPICS.

A due regard for time and space forbids any extended notice of the action of the Association upon several other subjects of considerable interest.

1. **FUND FOR HIGH SCHOOLS.**—In 1856, an earnest effort was made by the Association to secure a fund for the advancement of secondary, or academic, education from the sale of the so-called "Swamp Lands." A very able report was prepared and adopted, setting forth the advantages of such a disposition of these lands, closing with this resolution:

"That in the opinion of the Association a liberal portion of the fund arising from the sale of swamp lands should be set aside to form a permanent fund, the proceeds of which shall be distributed among collegiate and academical institutions, for either or both sexes, according to the number of pupils taught in certain specified studies of higher English or classical branches; and that the editor of the *Journal of Education*, Hon. J. M. Gregory, be instructed to urge this appropriation upon the attention of the Legislature."

Mr. Gregory, assisted by Prof. Welch and the President of the Association, performed the duty assigned him, but an unfortunate lack of union among the leading friends of education in the State defeated the effort. An act was passed giving one-fourth—changed at the next session of the Legislature to one-half—the proceeds of the sales of these lands "to a drainage fund and the remainder to the Primary School Fund." The opportunity of creating an ample fund for the support of High Schools was thus forever lost in Michigan.

2. **TOWNSHIP AND DISTRICT LIBRARIES.**—The original constitution of Michigan provided for at least one library in each township, and the revised constitution of 1850 repeated the provision. The early school laws established, not a township library in the strict acceptance of the term, but rather a township depository of books which were taken, in turn and in limited numbers, to the several districts. No books were drawn by readers directly from the central depository.

In 1850 the law was so amended that the distribution of books to the several districts could be suspended by the Board of School Inspectors, and books could be taken immediately from the general collection. Under this amendment many of the libraries became really central township libraries. Under the leadership of Superintendent Gregory the library system of the State was very thoroughly discussed by the Association at several sessions, and especially at Pontiac in 1859.

Mr. Gregory took strong ground in favor of *District* in place of *Township* libraries, and the influence of the Association, as a body, was thrown in that direction. In 1859 the Legislature passed an act allowing the several townships to determine the question of retaining the township library as such, or of dividing this among the districts, thus making a small beginning of district libraries. A very large majority of the townships voted to divide the books among the several districts. Unfortunately no efficient provision was made for the support of these libraries and many of them have ceased to exist. The wisdom of the action of the Association upon this matter is open to serious doubt. A union of districts would probably have been better than a division of libraries.

3. THE TOWNSHIP AS A SCHOOL DISTRICT.—The plan of uniting all the districts of a township into one, and of bringing all the schools of a township under the control of one School Board, has, on several occasions, been ably advocated in the meetings of the Association. At the session in Ypsilanti in August, 1860, the Committee on "Reforms in School Laws" presented a full report upon the subject, giving, in some detail, the advantages of the township over the district system. The report was adopted by the Association. Several times subsequently the body has repeated its judgment in favor of this system.

This desirable "reform" has not yet been attained, and remains as an object for future and continued effort.

4. COMPULSORY EDUCATION.—This subject was discussed, in some of the early sessions of the Association, in connection with the question of free schools and the abolition of the rate-bill. So far as one can determine by the recorded utterances, or can recall by memory, the prevailing sentiment was adverse to any compul-

sory law. At that time the question came before the body only in an indirect way.

In January, 1868, at Lansing, the question, "Should the State Compel the Education of her Children," was formally debated by Prof. Payne, Mr. G. B. Stebbins, Hon. J. D. Pierce, H. A. Ford, Esq., Superintendent Hosford, Prof. Sill, Rev. Mr. Goodman, Profs. Putnam, Cook, Whitney, and Truesdel. The subject was finally referred to the Committee on Legislation.

In 1864, at Saginaw City, the County Superintendents and the Teachers' Association held a joint discussion of the same question, and Superintendent H. A. Ford read a paper upon the topic.

At Grand Rapids, in August, 1870, the subject was again discussed, both by the County Superintendents and the Association, the current of opinion being against any compulsory legislation.

In April, 1871, the Legislature passed an "Act to Compel Children to Attend School," an unimportant section of which was repealed in 1875. All the essential parts of the law are still in existence but are not enforced. There is room for a wide difference of judgment in reference to the practical value of such a law, but the plea that it is not in accordance with the spirit of our institutions can have no weight in an intelligent community.

5. The question of "Uniformity of Text-books" has been frequently discussed, in one form and another, and the influence of the Association has been exerted to secure such uniformity so far as it seems practicable and desirable. The idea of a "State Uniformity," enforced by law, has found but few advocates among the intelligent members of the body.

The subject of "Courses of Studies" generally, and also the question of the "Studies Appropriate for Common Schools," have been considered by the Association, in a great variety of forms, and its discussions have helped towards the solution of some problems which are not yet fully solved.

"Systems and Methods of Teaching" most of the branches of study have occupied the attention of the Association, to a greater or less extent, at nearly all its sessions; but no connected history of this part of its work could easily be given. It is written upon the schools and in the hearts of the teachers of Michigan.

Conclusion.

This sketch embraces a period of nearly five-and-twenty years, the life-time of several successive generations of teachers, and more than half the life time of the Peninsular State. The most fitting conclusion will be a hasty glance at our educational progress during that time.

In 1852, the number of reported school districts was 2,462.

The number of teachers can only be estimated.

Number of children, between four and eighteen, attending school some portion of the year, 131,355.

Whole amount paid for teachers' wages, \$125,063.62.

Only two Union Schools were specially reported, but a few others had been organized.

Total amount of Primary School fund, at the close of the year 1851, about \$812,000.

The University reported students, in the Literary Department, 60; in the Medical Department, 162; a total of 222.

The number of teachers employed in the public schools of the city of Detroit was thirty-two, with salaries ranging from one hundred to six hundred dollars per annum. The number of children in the schools during the year was not known, but estimated at five thousand. The number in attendance at any one time was considerably less than three thousand. The expense of educating the children was reported to be less than one dollar and fifty cents each.

At the present time the number of district schools is, in round numbers, 5,500; of graded and union schools, 300. Number of children between the ages of five and twenty, 450,000; number attending the public schools, 344,000. Amount paid for teachers wages, nearly \$2,000,000; total expenditure for school purposes, over \$4,000,000; invested educational funds, about \$4,000,000.

The catalogue of the University, for 1876-7, reports students, in the department of Literature, Science and the Arts, 369; in

the School of Pharmacy, 64; Department of Law, 309; Department of Medicine, 285; and in other departments enough to make 1,110.

The Superintendent of Schools in Detroit reports, for the year 1875, a school population of 34,593; pupils enrolled in the day schools, 13,739, and 221 teachers employed by the Board.

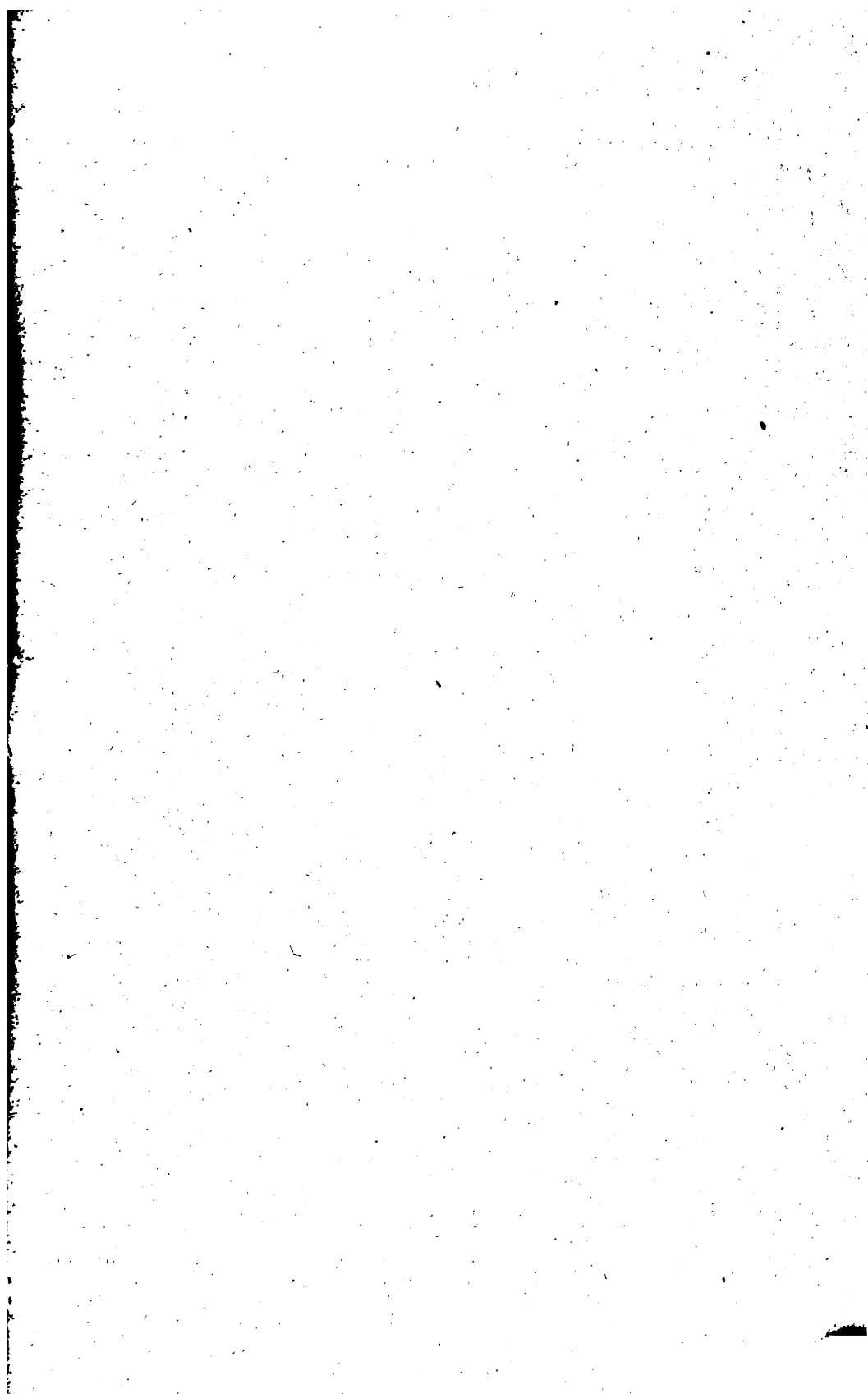
These figures afford a very inadequate idea of the progress and enlargement of the work of education in Michigan during the existence of the State Teachers' Association.

NOTE.

It has not been deemed best to print the Constitution of the Association with this sketch, for the reason that it has been modified, at one time and another, by amendments and votes, not always in the form of amendments, scattered here and there in the records of the "Proceedings." These have never been consolidated with the body of the Constitution, and the writer did not feel authorized, without the special direction of the Society, to bring these together and incorporate them in the proper articles, making the necessary changes in form and language.

This work ought to be done at once, and the Constitution printed in its amended form. The following is one of the latest practical amendments, though adopted simply as the report of a committee, at Grand Rapids in 1870, and disregarded at the next annual meeting :

The Executive Committee, consisting of six members, with the President as the seventh *ex-officio*, is to be constituted as follows : "One member to represent the Superintendents of Schools ; one the Colleges of the State ; one the University ; one the Normal School ; one the teachers of the graded schools ; and one the common schools and other interests. Each member of the Committee is made responsible for the work of his section of the Association, and the President is held responsible to the Association for the performance of these duties by the several sub-committees."



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A sketch of the history of the Mich
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